

Year 7 Curriculum Overview 2025-2026

	Term 1 August – December	Term 2 January – March	Term 3 April – July
Themes	Land and Sea	Regal Rulers	Out of This World
GFA Values / Islamic Values	Children will learn about the value of Respect . Respecting themselves, their work, each other and the world around them. They will also focus on the value of Kindness at school and within the home. Furthermore, will focus on the values of Integrity and Honesty as well as compassion and resilience . They will learn about doing the right thing and using their strengths to support others. They will reflect on their achievements to date and identify when they have shown excellence and perseverance and set goals for these for the remainder of the year.		
Whole School Events/ Themed Days	<ul style="list-style-type: none"> UAE Flag Day National Day 	<ul style="list-style-type: none"> International Day World Book Day 	
UAE Agenda / Sustainability / SDGs	No poverty Zero hunger Good health and well-being Quality education Gender equality	Climate action Life below water Life on land Affordable and clean energy Decent work and economic growth Industry, innovation and infrastructure Reduced inequalities	Peace, justice and strong institutions Partnerships for the goals Sustainable cities and communities Responsible consumption and production
UAE National Identify Mark	Values 2.1 Respect 2.2 Compassion 2.3 Global Understanding	Citizenship 3.1 Belonging 3.2 Volunteering 3.3. Conservation	Culture 1.1 Arabic Language 1.2 History 1.3 Heritage
English	1a: <i>Travels To Space</i> (Non-fiction writing) 1b: <i>'Shakespearean Studies'</i> Literacy lesson completed once a week and supported by homework focusing on a range of	2a - Short Story Writing centred on GFA values. 2b: <i>The Art of Rhetoric</i> (speeches, SPAG, writing analysis – reading, writing, and grammar).	3A: <i>Poems from Other Cultures</i> (poetry, reading, writing, PEEL/PETER) 3b. Writing Memoirs and Personal Narratives

	<p>topics such as using capital letters, full stops and commas.</p> <ul style="list-style-type: none"> • Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features • Recognise and comment on how writers' choices and techniques have an effect on readers • Develop character and voice in their own writing through their understanding of narrative voice in fiction • Use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading 	<p>Literacy lesson completed once a week and supported by homework focusing on a range of topics such as, using different sentence structures.</p> <ul style="list-style-type: none"> • Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task. • Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech. • Use skimming and scanning to locate the main points and relevant information from a text or source. • Identify and understand the main ideas, viewpoints themes and purposes in texts. • Identify and understand the main ideas, viewpoints themes and purposes in texts • Make clear and relevant contributions to group discussion • Help discussions succeed by acknowledging and responding to the contributions of others • Make a personal response to a text and provide some textual reference in support • Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features • Recognise and comment on how writers' choices and techniques have an effect on readers • Develop character and voice in their own writing through their understanding of narrative voice in fiction • Use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading 	<p>Literacy lesson completed once a week and supported by homework focusing on a range of topics such as, expanding vocabulary.</p> <ul style="list-style-type: none"> • Tailor the structure and vocabulary of talk to clarify ideas • Use some verbal and non-verbal techniques to make talk interesting for listeners • Recognise different conventions and forms in speech • Use the main conventions of standard English when appropriate • Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features • Recognise and comment on how writers' choices and techniques have an effect on readers • Develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts • Understand the conventions of standard English and how to use them consistently in their writing • Understand and use degrees of formality in a range of texts according to context, purpose and audience
Mathematics	<p>Unit 2 - Number Factors, multiples, primes.</p> <ul style="list-style-type: none"> • Rules of divisibility • Factors, multiples, primes 	<p>Unit 1 - Analysing and displaying data Averages and the Range</p> <ul style="list-style-type: none"> • Averages and Range 	<p>Unit 8 - Measure and Shapes</p> <ul style="list-style-type: none"> • STEM Metric measures • Perimeter and area

	<ul style="list-style-type: none"> • Positive and negative numbers • Squares and square roots <p>Unit 4 - Fractions</p> <ul style="list-style-type: none"> • Working with fractions • Adding and subtracting fractions • Fractions, decimals percentages • Multiplying by a fraction • Working with mixed numbers <p>Unit 6 – Decimal and Percentages</p> <ul style="list-style-type: none"> • Place value and rounding • Ordering decimals • Adding and subtracting decimals • Multiplying and dividing decimals • Decimals, fractions, percentages • Calculating percentages 	<ul style="list-style-type: none"> • Two-way tables and bar charts <p>Unit 3 - Equations, Functions and Formulae</p> <p>Algebra</p> <ul style="list-style-type: none"> • Simplifying and writing algebraic expressions • Using and writing formulae • Brackets and formulae <p>Unit 5 - Angles and Shapes</p> <ul style="list-style-type: none"> • Working with angles • Triangles and quadrilaterals • Construction 	<ul style="list-style-type: none"> • 3D solids <p>Unit 7 - Ratio and Proportion</p> <ul style="list-style-type: none"> • Writing ratio • Sharing ratio • Proportion • Proportional reasoning • Using the unitary method <p>Unit 11 – Probability</p> <ul style="list-style-type: none"> • Comparing and calculating probabilities • More probability calculations
Science	<p>7A- Cells Tissues, Organs and Systems</p> <ul style="list-style-type: none"> • Defining/differentiating: • Cell • Tissue • Organ • System • Organ systems • Life Processes <p>7C- Muscles and Bones</p> <ul style="list-style-type: none"> • Muscles and Breathing • Muscles and Blood • The skeleton and Movement <p>7G- The Particle Model</p>	<p>7D- Ecosystems</p> <ul style="list-style-type: none"> • Variation • Adaptation • Exploring the effects of the environment-link to variation and adaptations • Transfers in food chains • Nomads <p>7E- Mixtures and Separations</p> <ul style="list-style-type: none"> • Key definitions solute/solvent/solution • What are solutions and mixtures- with examples • Mixtures and separations • Separation methods • Evaporation • Distillation 	<p>7K- Forces</p> <ul style="list-style-type: none"> • Different Forces • Balanced and unbalanced Forces • Springs+ Measuring Extension • Friction • Pressure • SI Units used in Physics <p>7L- Sound</p> <ul style="list-style-type: none"> • How are sounds produced? • How sounds move? • Animal sounds and noise • Key terminologies: • Volume

	<ul style="list-style-type: none"> • Properties of Solids, Liquids and Gases • What are particles? (Brownian Motion) • Diffusion and its applications • Air Pressure and weather forecasts <p>7I- Energy</p> <ul style="list-style-type: none"> • Energy and changes • Energy from food • Energy Transfers /stores • Fuels and its types • Energy resources 	<ul style="list-style-type: none"> • Chromatography <p>7F- Acids and Alkalis</p> <ul style="list-style-type: none"> • What are Acids and Alkalis? • Acids and Alkalis in your kitchen/home • Using Indicators + pH scale • Acidity and Alkalinity • Neutralisation- daily life applications 	<ul style="list-style-type: none"> • Frequency • Amplitude • Pitch • Measuring sound / comparing sounds <p>7H- Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> • Atom/ Element/ molecule/compound • Earth's Elements • Metals and Non-metals- properties • Making compounds • Chemical reactions / Chemical word equations
Sustainability	<p>Climate Change & Community Action</p> <ol style="list-style-type: none"> 1. Greenhouse gases: Friends or enemies? 2. What do greenhouse gases do? 3. Look around you 4. Decreasing emissions and increasing sequestration 5. Modelling our drainage basin 6. Debating climate change 7. Do we need to reverse global warming? 8. The great debate 9. Our community assets 10. Mapping assets 11. Our findings show 12. Go further! 	<p>Climate, Culture & Collaboration</p> <ol style="list-style-type: none"> 1. Climate and weather: What's the difference? 2. Global warming and unpredictable weather 3. The media and the climate 4. The climate is a commons 5. The impact of positive action 6. Indigenous communities 7. Major cities 8. What do sustainable communities have in common? 9. Our planet pledge 10. Gathering and visualizing data 11. Our findings show ... 12. Going beyond the project 	<p>Climate Solutions & Empowerment</p> <ol style="list-style-type: none"> 1. The relationship between climate change and global warming 2. Tackling the upstream problem 3. Creating models 4. Introducing mindsets 5. Mindsets about the global warming debate 6. Solutions to global warming and climate change 7. Evaluating the solutions 8. What is your superpower? 9. Time for action! 10. What have you achieved? 11. Describing your achievements 12. What have you learned?

History	<p>Key Topic 1: Historical Skills</p> <p>‘Dead and Buried?’ Why bother with the past?</p> <ul style="list-style-type: none"> • Introduction to the main concepts of History. • What is history? What is the role of the historian? Why is the study of history significant? • Nature of evidence (sources, bias) • Measuring time (sequencing events in chronological order, BCE, CE) • Myths and Legends (Romulus and Remus) • Archaeological case study of Pompeii. • Local history research project on the UAE. <i>‘The Emirates: Our History’</i> 	<p>Key Topic 2: Medieval Britain</p> <p>‘These Rebellious English’. How did Medieval Kings Keep Control?</p> <ul style="list-style-type: none"> • Case study on William the Conqueror, Henry II, King John to determine how successful they were at establishing control and dealing with problems. • Topics covered include the Norman Conquest, Thomas Becket, the Magna Carta. <p>Measly Middle Ages?’ How accurate a representation is this of the Medieval period?</p> <ul style="list-style-type: none"> • What was lifelike for ordinary people living in Medieval times? • Medieval villages/towns • Medieval Entertainment • Exploration of the Black Death • Peasants’ Revolt • Historical interpretations of the so-called ‘Dark Ages’. 	<p>Key topic 3: Islamic Civilisations</p> <p>An Islamic Renaissance?’ What impact did Islam have on the West?</p> <ul style="list-style-type: none"> • The spread of Islam • Islamic arts and learning • Preservation of classical texts by Islamic scholars • The rise of the Ottomans. <p>Key Topic 4: The Italian Renaissance</p> <p>The Dawn of a New Age?’ What was so special about Renaissance Florence?</p> <ul style="list-style-type: none"> • Exploration of the artistic, cultural and scientific achievements of the period. • Significance of key individuals e.g. Lorenzo the Magnificent, Leonardo Da Vinci. • Connections made with the influence of the East due to trade.
Geography	<p>Chapter 1: It’s your planet!</p> <p>1.1 Earth’s story: it begins with a bang 1.2 Earth’s story: life develops 1.3 Earth’s story: the timescale 1.4 Our time on Earth 1.5 Our place on Earth 1.6 Earth: a very special planet 1.7 Changing Earth 1.8 It’s all geography!</p> <p>Chapter 2: Maps and mapping</p> <p>2.1 Mapping connections 2.2 A plan of Walter’s room</p>	<p>Chapter: 4 Glaciers</p> <p>4.1 Your place ... 20 000 years ago! 4.2 Glaciers: what and where? 4.3 Glaciers at work 4.4 Landforms shaped by erosion – part 1 4.5 Landforms shaped by erosion – part 2 4.6 Landforms created by deposition 4.7 Glacial landforms on an 4.8 Glaciers and us</p> <p>Chapter: 5 Rivers</p> <p>5.1 Meet the River Thames 5.2 It’s the water cycle at work</p>	<p>Chapter: 6 Africa</p> <p>6.1 What and where is Africa? 6.2 A little history 6.3 Africa today 6.4 Africa’s countries 6.5 Population distribution in Africa 6.6 Africa’s physical features 6.7 Africa’s biomes</p> <p>Chapter: 7 In the Horn of Africa</p> <p>7.1 Meet the Horn of Africa 7.2 The Horn of Africa: physical features 7.3 The Horn of Africa: climate</p>

	2.3 Your mental maps 2.4 Real maps 2.5 Using grid references 2.6 How far? 2.7 Which direction? 2.8 Ordnance Survey maps 2.9 How high? 2.10 Where on Earth? Chapter 3: About the UK 3.1 Your island home 3.2 It's a jigsaw! 3.3 What's our weather like? 3.4 Who are we? 3.5 Where do we live? 3.6 How are we doing? 3.7 London: our capital city	5.3 A closer look at a river 5.4 A river at work 5.5 Five landforms created by the river 5.6 Rivers and us 5.7 Our water supply 5.8 Floods! 5.9 Flooding on the River Thames 5.10 Protecting ourselves from floods	7.4 Coffee farming in Ethiopia 7.5 Life as a nomad 7.6 Working as a salt miner 7.7 Life on the coast 7.8 In the city: Addis Ababa 7.9 Djibouti: a great location 7.10 How is the Horn of Africa doing?
Art	Unit 1: Drawing 'Cells' To use drawing to develop and share ideas, experiences and imagination. Learn about the artist Melinda Hackett and evaluate and analyse her work using the language of art, craft and design. Unit 2: Sculpture 'Cells' To produce creative work relating to the theme of cells, exploring ideas and making paper sculptures.	Unit: Painting and Illustration 'Book Cover' To improve mastery of art and design techniques, including painting. Learn about the author and illustrator Lauren Child, evaluate and analyse her work using the language of art, craft and design. Create a unique Design for a book cover.	Unit: Printing To use a range of materials creatively to design and make prints. Learn about the work of Karen Lederer, evaluate and analyse her work using the language of art, craft and design.
Computing	Unit 1: Safe practice Unit 2: Responsible practice	Unit 3: Connectivity and the internet Unit 4: Internet protocol and binary	Unit 5: Programming (A) Unit 6: Programming (B)
French	Module 1: C'est perso 1 Mon autoportrait <ul style="list-style-type: none"> Talking about likes and dislikes 	Module 2: Mon college 1 Mes matières <ul style="list-style-type: none"> Talking about school subjects 	Module 3: Mes passetemps 1 Mon ordi et mon portable <ul style="list-style-type: none"> Talking about computers and mobiles

	<ul style="list-style-type: none"> Using regular –er verbs (je, tu, il/elle) <p>2 Mon kit de survie</p> <ul style="list-style-type: none"> Talking about your survival kit Using avoir (je, tu, il/elle) <p>3 Comment je me vois</p> <ul style="list-style-type: none"> Describing yourself Understanding adjective agreement (singular) <p>4 Et les autres?</p> <ul style="list-style-type: none"> Talking about other people Understanding adjective agreement (plural) <p>5 Il est hypercool!</p> <ul style="list-style-type: none"> Describing a musician Using the present tense (je, tu, il/elle) 	<ul style="list-style-type: none"> Asking questions <p>2 C'est génial</p> <ul style="list-style-type: none"> Giving opinions and reasons Agreeing and disagreeing <p>3 J'ai cours!</p> <ul style="list-style-type: none"> Describing your timetable Using the 12-hour clock <p>4 Au collège en France</p> <ul style="list-style-type: none"> Describing your school day Using on to say 'we' <p>5 Miam-miam!</p> <ul style="list-style-type: none"> Talking about food Using the partitive article (du/de la/de l'/des) 	<ul style="list-style-type: none"> Using regular –er verbs <p>2 Tu es sportif/ sportive?</p> <ul style="list-style-type: none"> Talking about which sports you play Using jouer à <p>3 Qu'est-ce que tu fais?</p> <ul style="list-style-type: none"> Talking about activities Using the verb faire <p>4 J'aime faire ça!</p> <ul style="list-style-type: none"> Saying what you like doing Using aimer + the infinitive <p>5 Ils sont actifs!</p> <ul style="list-style-type: none"> Describing what other people do Using ils and elles
Music	<p>Unit 1 Melodies Through Time: A Harmonious Journey into Musical History</p> <p>Overview: In this unit, students will embark on a captivating journey into the world of classical music. They will have the opportunity to explore and appreciate the various genres and renowned musicians that have shaped this rich and enduring art form.</p> <p>Key songs/artists: (Song Experiment) A Million Dreams – The greatest showman</p> <p>Curriculum Objectives/Skills: To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Unit 2</p>	<p>Unit 1 The ABCs of Music: Learning the Language of Staff and Sound</p> <p>Overview: In this unit, students will embark on an exciting musical journey, where they will develop the ability to recognise different scales, identify musical staff, and understand various notations. By delving into these fundamental aspects of musical theory, students will enhance their musical knowledge and lay groundwork for further musical exploration.</p> <p>Key songs/Artists: Musical note</p> <p>Curriculum Objectives/Skills: To use staff and other relevant notations appropriately and accurately.</p> <p>Unit 2</p>	<p>Unit 1 Instrumental Synchrony: Exploring the Melodic Fusion of Voices and Band Instruments</p> <p>Overview: In this unit, students will embark on a musical adventure where they will discover the harmonious interplay between vocal and band instruments. By delving into the art of melodic fusion, students will explore how voices and various instruments come together to create breath-taking musical arrangements that resonate with beauty and emotion.</p> <p>Key songs/Artists: Try everything (Shakira)</p> <p>Curriculum Objectives/Skills: Explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics and tempo.</p>

	Echoes of the Emirates: An Inspirational Musical Tribute to UAE National Day! Overview: In this unit , students will have the opportunity to delve into the rich tapestry of UAE history, music, and instruments. They will develop an understanding and appreciation for the vibrant musical traditions that have shaped the region and discover the joy of performing and playing these instruments themselves. Key songs/Artists: Emirati song (sung by Hussain El Gasmi) Curriculum Objectives/Skills: To develop a deepening understanding of the music that they perform and to which they listen, and its history. To play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments.		From Sheet to Stage: The Adventure of Bringing Musical Notation to Life Overview: In this unit , students will embark on a musical journey that explores the intricate process of transforming written musical notation into captivating live performances. This lesson provides students with the opportunity to delve into the magical world of music as they discover how musical symbols on a sheet come to life on stage. Key songs/Artists: A Sky full of stars (Coldplay) Curriculum Objectives/Skills: To improvise and read melodic phrases. Students will also develop musical ideas by using tonalities in treble clef.		Unit 2 The Grand Finale Symphony: Harmonising the School Year's Last Musical Performance Overview: In this unit , students will come together to create a spectacular musical performance that showcases their growth, talent, and unity as a musical ensemble. From the selection of repertoire to the final bows on stage, this lesson promises to be a memorable and harmonious grand finale to the school year. Key songs: Orchestral Performance Curriculum Objectives/Skills: To play and perform confidently in a range of solo and ensemble contexts using their voice and musical instruments.	
Physical Education	<ul style="list-style-type: none">• Basketball• Netball	<ul style="list-style-type: none">• Football• Badminton	<ul style="list-style-type: none">• Badminton• Football	<ul style="list-style-type: none">• Volleyball• Cricket	<ul style="list-style-type: none">• Fundamental Movement Skills• Multisport	<ul style="list-style-type: none">• Fundamental Movement Skills• Multisport
PSHE and Well-being	Taking care of the body <ul style="list-style-type: none">• Sleep and nutrition• Exercise• Growth mindset Taking care of the mind <ul style="list-style-type: none">• Mindfulness• Understanding emotions		Taking care of relationships <ul style="list-style-type: none">• Positive relationships• Kindness and gratitude• Communication		Taking care of the self and the world <ul style="list-style-type: none">• Identifying strengths• Finding meaning• Appreciating nature	

	<ul style="list-style-type: none">Thinking optimistically		
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