

Grade 7 curriculum offer (<i>subject to change</i>)				
Art and Design	Drama	English Language Arts	<i>Humanities (integrated)</i>	Languages (Dutch) Electives <i>Students select 2 languages</i> French Spanish German Chinese
Maths	Music	PE	Science (Integrated)	RISS Reach
ICT	English as Additional Language			

Topic: Art	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Students will explore a range of artistic skills and ideas through three major projects. In Project 1: Exotic Flora, students develop detailed observational drawings of organic forms using mark-making techniques, fine-liner pens, and optical colour mixing. They experiment with composition using viewfinders, exploring digital and traditional methods. In Project 2: Under the Sea, students are inspired by marine life to explore both traditional and non-traditional media. They experiment with collage, watercolour, and alternative techniques, learning how composition and media choices guide the creative process and final outcomes. In Project 3: Symbolic Native Art, students investigate symbolism in cultural art and translate 2D designs into 3D clay relief sculptures. They explore high and low relief techniques while reflecting on the meaning, tradition, and purpose behind symbolic imagery. Across all projects, students build foundational skills in observation, media experimentation, and cultural analysis, while developing confidence in making informed artistic decisions.		
Curriculum	Exotic Flora	Under the Sea	Symbolic Native Art
Concepts	Creativity, Communication, Culture		
ASSESSMENT	Self-reflection and assessment focusing on the 'studio habits of mind'. Process Journals.		

Topic: Drama	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Drama Grade 7 students begin the course by learning to understand the differences between spontaneous improvisation and prepared improvisation. This leads on to using a range of approaches to create credible characterisations, varying vocabulary and body language as appropriate to develop the ability to use a range of skills and techniques to structure an effective performance while understanding and applying the common and discrete skills required in the process and the performance of drama. Additionally students develop their ability to reflect upon and respond constructively and sensitively to their own work and that of others in the class, showing an awareness of the difference between form and content in their evaluations		

Curriculum	Saving the Universe: A Mythical Quest	Status: Echoes of Identity	Festival of Light Performance Preparation
Concepts	Relationships, Identity, Communication, Development		
ASSESSMENT	Dramatisation, Reflection. Apply: endowing, accepting and blocking		

Topic: English	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students continue growing analytical and concept-based reading and writing skills with more challenging texts in poetry ("Ozymandias" by Percy Bysshe Shelley and "The Raven" by Edgar Allan Poe) learning the effects of theme reapplying figurative language. They study language aimed at younger audiences in a unit dedicated to writing children's literature, specifying what age group they're targeting and what makes their story engaging for younger readers. They assess media for theme and perspective in a Film Studies unit. A Media and Memoirs unit explores news headlines for bias. With memoirs, they study perspective and develop their language in a non-fiction narrative. Finally, the novel study, Dead Poets Society by N.H. Kleinbaum, examines its character study and themes as relates to finding identity, artistic expression and the role of friendship.		
Curriculum	Poetry: Painting Pictures with Words	Children's Fictional Stories Teach and Inspire !	Film Studies and the Media
Concepts	Relationships, Creativity, Communication, Representation		
ASSESSMENT	Poetry Analysis, Comprehension and Inference, Film Analysis		

Topic: English as an Additional Language BEG	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Some of our students arrive with little experience in the English language. Therefore, this course aims to provide instruction and support for students who are Beginning English learners in the Foundation years. The course focuses on basic grammar, beginning with “to be” and present tense, adapting to an international school environment and the four areas of language development: Reading, Writing, Speaking and Listening. These skills are developed by creating opportunities to learn and use language authentically in collaborative projects, in a positive and nurturing classroom environment.		
Curriculum	Introductions and Talking about the Home, there is/are	Talking about Habits and The World Around Us , present simple, imperatives	Food and History, present continuous, past simple
Concepts	Community, Connections, Creativity, Time Place & Space, Relationships		
ASSESSMENT	Formative: in-class work, group work, discussions, reading, writing Summative: grammar quizzes, projects which incorporate speaking, listening and writing		

Topic: Humanities (integrated)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of Grade 7 Integrated Humanities, students will be able to analyse historical sources, interpret maps, evaluate change over time and make connections between past and present global issues. They will develop and apply writing skills using the PEE(L) structure to form evidence-based arguments and reflections. Throughout the year, students will explore historical topics including Ancient Greece, the Olympics (past and		

	present), the Silk Road, international trade, change and continuity in history (with the focus on female figures in the past), and the Renaissance & Reformation.		
Curriculum	Ancient Greece & Evaluation of Contemporary Olympics	Silk Road & International Trade	Argumentative Essay & Revolutions
Concepts	Systems of Government, Rights, Political, Social, Environmental, Economic, Cultural Exchange, Sectors		
ASSESSMENT	Test, presentations, argumentative essays, creative projects		

Topic: ICT	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students build on their knowledge of how computers work, and begin to apply their knowledge and understanding to different projects. They develop their knowledge in terms of understanding Computers, including; Elements of a computer, Input process output, CPU, Understanding Binary, Emerging Technology. They also develop an understanding of Artificial Intelligence – What is AI, ML(Machine Learning), Ethics, Image Recognition. Microbit: Hardware, Programming, sensors. Gdevelop – Game Designing , Properties and particle emitters, Characters and sprites, collision detection, falling and spawning, rewards and hazards Students will gain a well-rounded introduction to how computers work and how they are used in modern technology. They will understand the key components of a computer system, including the input-process-output model, the role of the CPU, and the basics of binary. Students will explore the world of Artificial Intelligence and Machine Learning, learning about their applications, image recognition, and the ethical considerations surrounding them. Through hands-on experience with Micro:bits, students will learn about hardware interaction, sensors, and basic programming. They will also develop creativity and problem-solving skills by designing games using GDevelop, where they will create characters, implement game mechanics like collision detection, particle effects, rewards, and hazards, bringing their own interactive games to life.		

Curriculum	Understanding Computers , including; Elements of a computer, Input process output, CPU, Understanding Binary, Emerging Technology.	Artificial Intelligence – What is AI, ML(Machine Learning), Ethics, Image Recognition. Microbit : Hardware, Programming, sensors.	Gdevelop – Game Designing , Properties and particle emitters, Characters and sprites, collision detection, falling and spawning, rewards and hazards
Concepts	Thinking Skills: Critical-thinking - Evaluating the effectiveness of AI, ethical implications, analyzing game design choices (e.g., "What makes a game fair or unfair?"). Creative-thinking : Game design in GDevelop: designing characters, level mechanics, using particle emitters creatively. Research Skills: Information-literacy - Researching emerging technologies, AI applications, or game development trends. Ethical use of media/information - Understanding responsible use of AI, plagiarism in coding, data privacy issues related to image recognition.		
ASSESSMENT	Term 1 : Written test quiz on Understanding Computers. Poster making for Emerging Technology. Term 2 : Written test on Artificial Intelligence. Quiz on Microbit. Term 3: Microbit Project submission. Project submission on Gdevelop.		

Topic: Languages Dutch Beginner	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In grade 7, students in the Dutch Beginners program receive two hours of Dutch per week. Lessons are aimed at providing students with the basic skills to communicate in the language of the country they are currently making their home in. Themes such as 'Kennismaken', 'Familie', and 'Winkelen en boodschappen doen' will provide students the vocabulary to introduce themselves in conversation with native speakers, and to communicate with staff members in shops. Apart from listening and speaking, students will also practice their reading and writing skills, helping them to understand and provide information in their daily lives.		
Curriculum	Kennismaken, Hoe gaat het?, Familie		Dagelijkse activiteiten, de tijd

Concepts	Audience, form, function, meaning, message, patterns, pronunciation, word choice
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.

Topic: Languages Dutch Intermediate	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In grade 7, students in the Dutch Intermediates program receive two hours of Dutch per week. Lessons are built around engaging themes such as 'Film', 'Overtuigen', and 'Ruzie'. Students develop core skills in reading and listening comprehension, writing, speaking, vocabulary acquisition, spelling, and a mastery of various intermediate-level grammar topics such as the past tense. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in the Dutch Advanced, IGCSE, and IB program.		
Curriculum	Film	Overtuigen	Ruzie
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch Advanced	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of each school year, the students have been exposed to different themes about daily life in the Netherlands. Topics vary from year to year to make learning authentic. Within these themes, the students had the		

	opportunity to develop the four skills of language learning: reading, writing, speaking and listening. These four components are all trained and tested throughout the year. On the advanced level, reading comprehension means analysing longer texts, such as newspaper articles and stories. Writing comprehension is focused on writing larger texts, for instance writing reviews, manuals and short essays. Speaking is a daily practice, since Dutch is the spoken language in class. The students will also work on their interview and presentation skills. Lastly, the listening will be based on authentic materials, listening to dialogues and different accents in Dutch. All of this will be supported by vocabulary and grammar that is relevant for the skill we practice in class.		
Curriculum	Internet & Sociale media; Technologie	Nederland; straatcultuur	Uiterlijk; vakantie
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch First	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In grades 6 to 8, students in the Dutch First program receive two hours of Dutch per week. Lessons are built around engaging themes such as identity, media, and environmental issues. Students develop core skills in reading comprehension, grammar, spelling, vocabulary, and structured writing across various text types—including informative texts, opinion pieces, reports, and creative writing. Each year, students read two novels to support literary understanding and reading motivation. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in Dutch at the middle years, IGCSE, and IB level.		
Curriculum	Het nieuws en ik	Voor elkaar	Vrij spel!
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		

ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.
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Topic: Languages French	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 7 French (A1.2), students strengthen their listening, speaking, reading, and writing skills. They review key grammar from the previous year and learn to build longer and more accurate sentences. They also develop their ability to ask and answer questions, describe people and places, and talk about everyday activities. Main topics include home and family life, daily routine, life in the city, animals, and holidays. Students also begin to talk about future plans using the <i>futur proche</i>, and they apply their learning through interactive activities and role-plays in the Language Village. By the end of the year, students are expected to be able to write short paragraphs of around 50 words, and take part in a 2–3 minute spoken interaction using simple and clear French.		
Curriculum	home and family life, daily routine.	life in the city. The weather	The animals- The holidays.
Concepts	Communication , identity, time-place and space, connection , global interaction, culture, systems		
ASSESSMENT	Reading/writing/listening/ speaking tests, posters.		

Topic: Languages Spanish	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 7 will continue to build on the students' knowledge of Spanish grammar and vocabulary, applying what they have learnt to new contexts such as describing their house and giving and understanding directions, talking about their free time activities, and telling the time. They will also be exposed to slightly more complex grammar such as comparisons, verbs such as 'gustar' and question forming. They will also take part in the Language Celebration Day.		
Curriculum	<i>La Ciudad</i> (In the city), <i>La Escuela</i> (School),	<i>Aficiones y Deportes</i> (Hobbies and sports), <i>La Salud</i> (health)	<i>Repaso</i> (Revision)
Concepts	Communities, communication, relationships		
ASSESSMENT	They will further be assessed with a performance, a listening and a reading and writing test.		

Topic: Languages German	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Building on the foundation laid in Grade 6, Grade 7 students will continue to develop their four language skills: listening, reading, speaking, and writing. This year, students will expand their vocabulary and sentence structures through engaging topics such as family, shopping, and daily routine. They will work with authentic materials like dialogues, short texts, and audio-visual resources to improve comprehension and communication. Oral and written tasks will focus on increasing accuracy and fluency, while students will continue to reflect on language patterns and cultural differences.		
Curriculum	Hast du Zeit? Mein Bruder ist einfach super!	Trinken wir einen Karibik-Cocktail?	Nico sammelt Schiffe Mein Fuß tut weh!

		Was isst du gern?	
Concepts	Communication Identities Culture Time and place		
ASSESSMENT	Formative and summative assessments will be integrated throughout the year to track progress in all four skills(listening, reading, speaking and writing) and guide next steps in learning.		

Topic: Languages Chinese	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In 7th grade, students first review the basic knowledge learned in the previous school year. During this school year, students will study three main topics, with an emphasis on expanding vocabulary, recognizing and writing Chinese characters, understanding past and present tenses in Chinese, and practicing short texts and letter formats. By engaging students in a variety of practical tasks, their motivation and participation in learning are stimulated, thereby improving their listening, speaking, reading, and writing skills. It is worth noting that due to new students entering the school or EAL students choosing their subjects, the academic levels of the students in the class may vary. For students who are completely beginners when they join the class this year, special attention will be given to their individual differences during this school year. These students must catch up with the regular grade 7 curriculum within this year.		
Curriculum	Appearance(colours, clothing, parts of body)	Schooling (countries, languages, subjects of study, making phone calls)	Weather, Seasons, Sickness
Concepts	Communication, communities, connections, culture, identity, relationships, forms, system, global interaction, time, place, space		
ASSESSMENT	Standardised Test(listening and reading), essay writing, interactive oral, practical Task, presentation, Role play		

	recording
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Topic: HLS 7	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The HLSS course is designed to support students in maintaining and developing their existing heritage language skills, reinforcing the connection between language, identity, and academic achievement. This two-year course (Grade 7 & 8) aims to foster linguistic pride and academic continuity, particularly for students who may transition between international and local educational systems. Skills include reading, writing and speaking, deepening students' appreciation of their cultural identity and enhancing bilingual literacy. Additionally, the course aims to promote global citizenship through comparative literary and cultural analysis. This course is intended for students who already have a foundational level of proficiency in their heritage language and is not a beginner language acquisition course. Students must work with an external tutor or enroll in an approved online heritage language course. Parental involvement is encouraged.		
Curriculum	Identity, Home Culture and Heritage	Migration and The Netherlands	Global Citizenship and Presentation of Learning
Concepts	Community, Connections, Culture, Global Interaction, Identity		
ASSESSMENT	Formative: in-class discussions, observation Summative: dual-language presentations and projects		

Topic: Maths	Term 1	Term 2	Term 3
Curriculum Intent / overview.	As a continuation of the maths foundation from Grade 6 in Grade 7 Mathematics, students will engage with a comprehensive curriculum that builds a strong foundation in number, algebra, geometry, measurement, and statistics. The year begins with number sets and operations, followed by algebra and an exploration of expressions, patterns, functions, and their graphical representations. Geometry and measurement will cover the properties of shapes, transformations, formulas for area and volume and unit conversion, while the statistics unit will focus on interpreting, representing, and analyzing data. Inquiry – based learning, real-life and global contexts will be integrated throughout the curriculum, and the course assessments will include both written tests and project-based work.		
Curriculum	Numbers and operations	Algebra Geometry Measurement	Measurement Data handling Revision
Concepts	Communication, Equivalence, Relationships, Model, Form, Measurement, Validity, Representation.		
ASSESSMENT	Written tests, Projects, Assignments		

Music	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 7, students begin to make stronger connections between music theory and practical application, laying the foundation for more advanced musical work in later years. Throughout the year, students develop a solid understanding of music notation, learning to read notes in both the treble and bass clefs and understanding rhythmic values including whole, half, quarter, eighth, and sixteenth notes. They also become familiar with essential		

	musical terminology such as dynamics, pitch, harmony, instrumentation, structure, and rests. They learn about different musical layers and think critically about what they hear. These theoretical concepts are reinforced through hands-on practice with a range of instruments, including ukulele, keyboard, guitar, voice, and percussion. A variety of band projects throughout the year help students strengthen collaboration skills, build confidence in ensemble performance, maintain steady tempo, explore song structure, and apply expressive elements such as dynamics to enhance musical outcomes. A highlight of the year is the film music project, in which students compose and perform a live score to accompany a scene played on screen. This project encourages them to think critically about how music can express emotion and narrative, while making creative decisions around instrumentation, pitch, and dynamics, and exploring the role of foley sound. By the end of the year, students have built a strong foundation in both theory and performance, and are able to approach music-making with greater awareness, creativity, and confidence.		
Curriculum	Discovering	Performance	Composing
Concepts	Connections, Creativity, Communication, Identity		
ASSESSMENT	Creating and performing soundscapes, Theory, Performing		

Topic: PE	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 7 Physical Education, students develop a range of physical and interpersonal skills through five units: Foundational Movement Skills, Netball, Kin-Ball, Floor Routine Gymnastics, and Outdoor Education. Each unit builds physical ability while encouraging strategy, teamwork, and cooperation. Students are assessed through diverse methods including skill demonstrations, presentations, and group work. A key part of our approach is the Engagement & Interpersonal Skills (EIS) framework, which focuses on communication, leadership, collaboration, positive contribution, encouragement, and self-management. EIS helps students build essential life skills alongside physical development, supporting success both in and beyond the classroom.		

Curriculum	Team Building Netball	Kin-Ball Gymnastics	Outdoor Education Foundational Movement Skills
Concepts	Movement, Interaction, Space, Adaptation, Refinement, Systems.		
ASSESSMENT	Formative: observation, peer/self-assessment, feedback using EIS criteria (communication, encouragement, leadership, self management, collaboration & positive contribution). Summative: end-of-unit skill demonstrations or performances.		

Topic Sciences (Integrated)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 7 Integrated Science students continue to develop scientific skills, such as taking accurate and precise measurements, noting raw data down in correct raw data tables, processing the raw data by doing simple calculations, like calculating speed, volume and density. Students will learn how to make processed data tables and how to draw good graphs from these data.		
Curriculum	Growth Food and Energy	Food and Energy Waves	Science Fair Separation Techniques
Concepts	Change, development, form		
ASSESSMENT	Lab reports for photosynthesis investigation, for food burning experiment and, in poster format, for Science Fair		

	Tests on units Growth, Food and Energy and Waves and Separation Techniques
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Topic: RISS Rose	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The RISSRose program has been carefully designed and developed by our experienced and passionate educators and specialists. Their expertise ensures a curriculum that is both responsive to students' needs and meaningful for their learning and well-being.		
Curriculum	RISS Robolab- Think Build and Code Speak up, Speak Out, Speak Well Dance to Express not to Impress Be well, Be healthy, Be you Explore, Discover, Create Be wild, Be Nature Echo, Echo!		
Concepts	Relationships, Connection, Form and Change, Personal and Cultural Expression		
ASSESSMENT	Collaborative projects and practical tasks		