

Computer Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Hardware and Software	1	Basic parts of a computer (CPU, RAM, storage, input/output devices). Difference between hardware and software. Introduction to operating systems and applications	Builds on primary ICT knowledge (using devices, apps). Sets a foundation for Year 8 deeper study of hardware/software systems.	Connects to Qatar's use of modern technology in daily life (schools, hospitals, transport). Encourages pride in Qatar's move toward a digital society.
Networks and Semaphores	1	Early communication systems (flags, Morse code, semaphores). Introduction to networks (why we need them, basic connections). Simple concepts of the internet and data transfer.	Builds on students' personal experiences with phones, Wi-Fi, and messaging apps. Prepares them for Year 8 network devices and structures.	Links to Qatar's advanced communication infrastructure (metro systems, 5G, smart cities). Shows the importance of communication in national growth.
Impact of Technology	1	Everyday effects of technology in school, home, and society. Positive vs negative impacts (screen time, education, environment). Introduction to ethics and responsible technology use.	Builds on e-safety knowledge from primary school. Lays the groundwork for Year 8's deeper ethical and societal discussions.	Connects to Qatar National Vision 2030 goals in sustainability, modernisation, and responsible citizenship. Encourages students to reflect on how tech impacts their community.
Media Development (Canva – Ramadan Poster)	1	Introduction to Canva and simple design tools. Use of images, colours, text, and layout in posters. Basic digital creativity and communication.	Builds on primary ICT (Word/PowerPoint design). Prepares for Year 8 advanced poster/media projects.	Connects to Islamic and Qatari traditions (Ramadan). Promotes cultural pride and identity through design.

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Spreadsheets	1	Introduction to spreadsheets (cells, rows, columns). Basic formatting, simple calculations, and charts. Understanding data and numbers in real-life examples.	Builds on primary numeracy and simple ICT tasks. Sets foundations for Year 8 formulas and data analysis.	Links to Qatar's use of data in areas like education, transport, and finance. Encourages responsible use of information.
Python Programming	1	Introduction to Python coding environment. Printing text, simple inputs/outputs. Using variables and basic calculations.	Develops from block coding in primary (Scratch, Code.org). Lays the foundation for Year 8 loops and conditions.	Encourages innovation and computational problem-solving. Connects to Qatar's drive for STEM education and innovation economy.
NCSA Cyber Security Unit	1	Basic online safety (strong passwords, phishing awareness). Safe use of email, social media, and school devices. Responsible digital behaviour.	Builds on e-safety taught in primary. Sets foundation for Year 8 advanced Cyber Security topics.	Connects to Qatar's cyber security strategy and importance of protecting young people online. Promotes responsible digital citizenship.

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English

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Introduction to English	1	- Students write letters of introduction - Use correct letter format and organise ideas clearly - Write for a specific audience and purpose - Apply accurate spelling, punctuation, and grammar	- Builds on Year 5/6 writing of personal recounts and diary entries, extending skills in sharing personal information and experiences in a structured way - Develops Year 6 letter writing and formal writing skills, including using greetings, sign-offs, and appropriate tone for different audiences - Extends Year 5/6 editing and peer-assessment skills by drafting, revising, and giving constructive feedback on letters	- Students share their background and values through introductions - Builds pride in Qatar and strengthens national identity - Develops appreciation of diverse perspectives in line with Qatari cultural values

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Travel writing	1	- Students write about travel experiences or places they visit - Use descriptive language, sensory details, and varied sentence structures - Structure writing clearly with a beginning, middle, and end for flow - Draft, edit, and peer assess to improve clarity, engagement, and impact	- Develops Year 6 narrative and recount skills by organising travel experiences logically, using paragraphs, sequencing, and cohesive devices - Extends Year 5/6 reading comprehension work by analysing travel texts, identifying effective descriptive techniques, and evaluating author's language choices	- Students write about Qatari landmarks, traditions, or travel experiences - Builds pride and awareness of Qatar's culture and heritage - Develops skills to communicate Qatar's story to others
Poetry	1	- Analyse figurative language, sound devices, and poem structure - Experiment with imagery, vocabulary, and poetic techniques to create original poems - Develop confidence in reading aloud, interpreting meaning, and understanding poets' choices - Peer assess, give feedback, and reflect on connections to personal feelings, culture, or national identity	- Builds on Year 5 work with imagery and descriptive language in poems and stories, developing use of metaphor, simile, and personification - Extends Year 6 analysis of poetry, focusing on structure, rhythm, rhyme, and tone to understand how poets convey meaning and mood	- Students explore Qatari themes, heritage, landscapes, and values through poetry - Strengthens connection to local culture and traditions - Discussing and performing poems builds pride in Qatar - Encourages a sense of belonging to the community

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Mathematics

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Numbers	1	1. Reading and writing numbers in words and digits. 2. Ordering and comparing positive and negative integers and decimals. 3. Rounding to a given place value and estimation strategies. 4. Prime numbers, composite numbers, square numbers and cube numbers. 5. Factors, multiples, highest common factor (HCF) and lowest common multiple (LCM). 6. Basic indices (squares and cubes) and simple roots (square roots). 7. HCF and LCM: For 18 and 24, HCF = 6, LCM = 72? Check LCM: multiples of 24 are 24,48,72 and 18 divides 72 so LCM = 72. For 8 and 12, LCM = 24. 8. Square and cube: 6 squared = 36, 4 cubed = 64.	Builds on Year 6 knowledge of place value, addition, subtraction, multiplication, and division, as well as basic number properties (factors, multiples, primes).	Connect numbers to Qatar's economy (e.g., riyal currency, budgeting in shopping), population statistics, and national development figures (such as FIFA 2022 attendance numbers).

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Algebra Expressions	1	1. Using and interpreting algebraic notation: symbols, coefficients, constants, terms, expressions. 2. Collecting like terms and simplifying linear expressions. 3. Expanding single brackets and collecting terms after expansion. 4. Factorising simple expressions by taking out a common factor. 5. Writing expressions from word situations and diagrams. 6. Substitution: evaluate expressions for given values of variables. Examples: 7. Write expression: A rectangle has length $3x$ and width 2, area = $3x * 2 = 6x$. 8. Substitute: Evaluate $3x^2 + 4$ when $x = 2$. $3*(2^2) + 4 = 3*4 + 4 = 12 + 4 = 16$.	Extends from arithmetic and recognizing patterns in number sentences; introduces variables as a way of generalizing.	Use formulas for calculating ticket prices, transport costs, or simple budgeting scenarios relevant to daily life in Qatar.
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Algebra Equations	1	1. Solving one-step linear equations using inverse operations. 2. Solving two-step linear equations (including those with brackets). 3. Solving equations with variables on both sides. 4. Forming equations from word problems and solving them. 5. Solving simple equations with fractional coefficients and decimals. 6. Introduction to inequalities and using the inequality symbol, solving simple linear inequalities. 7. Checking solutions by substitution. Examples: 8. Solve $2x + 5 = 17$. Steps: $2x = 12$, $x = 6$. 9. Solve $3(x - 2) = 12$. Steps: $3x - 6 = 12$, $3x = 18$, $x = 6$. 10. Word problem: "Three times a number minus 4 is 11." Equation $3n - 4 = 11$, so $3n = 15$, $n = 5$.	Builds on balancing skills from arithmetic (inverse operations, fact families).	Apply equations to real-life problems in Qatar, such as calculating costs for group trips to Katara or Souq Waqif, or sharing expenses among family members.
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Fractions	1	1. Understand numerator and denominator and visual fraction models. 2. Equivalent fractions and simplifying fractions to lowest terms. 3. Converting between improper fractions and mixed numbers. 4. Addition and subtraction with same denominator and different denominators (finding common denominator). 5. Multiplication of fractions and fraction of an amount. 6. Division of fractions by integers and by other fractions (reciprocal method). 7. Converting between fractions, decimals and percentages. 8. Comparing and ordering fractions. Examples: 9. Simplify $8/12$. Divide numerator and denominator by 4 to get $2/3$. 10. Add $1/4 + 1/3$. Common denominator 12: $3/12 + 4/12 = 7/12$. 11. Multiply $2/3 \times 3/4 = 6/12 = 1/2$. 12. Divide $3/4 \div 2 = 3/4 \times 1/2 = 3/8$. 13. Fraction of amount: $3/5$ of $60 = 60 \times 3/5 = 12 \times 3 = 36$. 14. Convert: $3/8 = 0.375$ as a decimal.	Builds on knowledge of equivalent fractions, simplifying, and basic fraction operations from Year 6.	Fractions in Qatari food culture (e.g., dividing traditional dishes, recipes, or dates during Ramadan).
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Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Introduction to Science	1	- General lab safety rules. Hazard symbols and their universal use in the laboratory. - Common lab equipment and its uses. - Scientific method – observation, formulating a hypothesis, aim of an experiment and interpreting data collected.	Year 5 and 6 – Basic understanding of laboratory environment and safety rules.	Innovation, scientific inquiry, and a culture of learning as part of Qatar's national development.
Cells and microscopy	1	- Structure and function of plant and animal cells. - Understanding the structure and function of specialized animal and plant cell examples. - How to use the microscope and understanding the different parts and their functions, as well as calculating the total magnification.	Year 5 – Animals including humans	Scientific knowledge, innovation and careful observation as part of Qatar's national development and advancement.
Body systems	1	- Explaining the structure and function of major human body systems: skeletal, muscular, respiratory and digestive. - Differentiating between aerobic and anaerobic respiration as well as providing their relevant word equations.	Year 3 – Skeletons Year 3 – Movement Year 6 – Human body basics (major organs)	Health, wellbeing, and responsible living.

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Health and lifestyle	1	- Defining a balanced diet and the seven parts thereof. - Comparing a healthy diet to an unhealthy diet. - Explaining lifestyle factors affecting health (harmful substances and exercise). - Describing how to test for starch, lipids, sugar, protein and observing a positive result for the tests.	Year 5 – Simple understanding of healthy eating Year 5 – awareness of exercise and its importance for the body. Year 6 – Simple food groups and balanced diet.	Health, wellbeing, and responsible living.
Plants	1	- Observing plant structures and identifying organs. - Understanding the process of photosynthesis and conducting experiments on the process (starch test). - Comparing different types of reproduction in plants.	Year 5 and 6 – Identification of basic parts of the plant Year 6 – Aware that plants produce their own food (photosynthesis)	Sustainability, environmental awareness, and innovation in managing natural resources.
Particles and their behavior	1	- Using the particle model to explain why different materials have different properties. - State the factors in the particle model that determine the properties of a substance.	Year 4 – States of matter Year 5 – Properties of materials	Scientific knowledge, innovation, and understanding of the natural world.

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French

Topic	Terme	Contenu / compétences développées	Liens avec l'identité nationale du Qatar
En route pour l'aventure	1	Parler de ses projets. Identifier des paysages et décrire des photos. Interviewer ses camarades pour faire connaissance. Parler de soi, de sa famille et de ses activités. Exprimer une intention: dire ce que l'on veut faire. Parler du caractère.	Le projet "My Values Draw My Identity" du ministère de l'Éducation, qui vise à consolider les valeurs et l'identité qatarie chez les élèves. Katara Cultural Village: un lieu riche en architecture traditionnelle et moderne, arts, plages, spectacles. Al Khor Island (Purple Island) avec ses mangroves, son histoire archéologique. Les « jebels » et les pétroglyphes d'al Jassasiya: paysages, patrimoine ancien. Wikipedia+1 Corniche de Doha comme lieu public, symbole de mélange entre modernité et tradition. Simaisma Beach, Al Qarn House, Simaisma Family Park comme exemples de patrimoine bâti, de nature, de loisirs. Wikipedia
La vie en château.	1	Décrire un lieu. Situer dans l'espace. Situer dans le temps. Passer commande dans un restaurant. Parler d'actions passées. Raconter ses rêves.	Identifier les monuments au Qatar. Identifier les plats traditionnels. Identifier l'art national.

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Geography

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Maps and Mapping / About the UK	1	This foundational unit introduces students to the core principles and essential practical skills of Geography. It begins by defining the discipline's three main branches: physical, human, and environmental geography. The curriculum then focuses intensely on developing core map skills, including using an atlas, understanding direction via compass points, calculating real-world distances using scale, and mastering both 4-figure and 6-figure grid references. These technical skills are then applied to a detailed case study of the British Isles. Students investigate the UK's physical and human features, its political structure, climate patterns, and the historical and demographic factors that have shaped its population distribution, moving from description to explanation and evaluation of population density.	As an introductory unit at the start of Key Stage 3, this module assumes limited formal geographical prior knowledge from secondary school. Instead, it intentionally builds upon the spatial awareness, basic mapping concepts, and locational knowledge typically covered at the primary level. It systemises this knowledge, transforming general understanding into precise, technical skill mastery. The unit also draws upon students' foundational knowledge of the British Isles from other subjects, such as History and Citizenship, but approaches it through a specific geographical lens, using new skills to analyse familiar facts in a different way.	This unit supports the Qatar National Vision 2030 pillar of Human Development by equipping students with fundamental skills in spatial literacy, data interpretation, and critical analysis. Learning to read maps and interpret spatial patterns fosters logical thinking and problem-solving skills. Studying the UK as a case study provides a comparative model for students to later contextualise their own environment. Analysing how migration and history shape a nation's demographic and cultural identity helps students build a framework for understanding similar, yet distinct, processes in Qatar's own development, thereby promoting a more nuanced sense of their own national identity within a global context.

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History

Introduction and historical skills	1	This initial block serves as the foundational unit for the year. It begins with essential community-building and establishes the expectations for historical inquiry. The learning then immediately transitions into developing the core conceptual frameworks of change and continuity, which are fundamental to all historical study. Using the engaging and relatable context of a British street through time, students learn to identify visible examples of these concepts, such as changes in architecture, transport, and fashion, alongside continuities like the purpose of a street as a centre of community and commerce. The block culminates by challenging students to move beyond simple identification to analyse the extent of historical change after the Middle Ages. They are encouraged to evaluate whether changes were rapid or gradual, transformative or superficial, thereby building the analytical skills they will apply to the more specific content of the Norman Conquest. This sequence ensures students are equipped with the necessary conceptual tools before delving into a detailed historical period.	This is the foundational unit that establishes the key historical concepts of change and continuity. As the introductory unit, it does not build on prior topics but instead provides the essential conceptual framework that all subsequent historical analysis throughout the year will rely upon. The progression within the unit is from simple identification to more complex analysis of the extent of change.	This unit aligns with the Qatar National Vision 2030 pillar of Human Development by focusing on building core academic skills like critical thinking, observation, and analysis. Studying change and continuity in another culture fosters a global perspective and allows for a comparative reflection on Qatar's own remarkable journey of development and modernization, highlighting how it has managed continuity with its traditions amidst rapid change.
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The war of succession 1066	1	This comprehensive block delves into the pivotal events of the Norman Conquest, structured as a compelling narrative from crisis to consequence. The enquiry begins by setting the scene of the political crisis in 1066, asking students to compare the competing claims to the English throne. It then focuses on the challenges faced by Harold Godwinson, developing skills in analysing perspective and complex decision-making. The narrative continues with a chronological study of the key battles at Fulford Gate and Stamford Bridge, building towards a comparative assessment of the military strength of Harold and William's armies. The focus then shifts to the consequences of conquest. Students investigate the methods William used to consolidate his power, from his brutal responses to rebellion and the strategic use of castles to the complete reorganisation of English society through the Feudal System. The block explores the profound changes, and strategic continuities, within the Church and the legal system, analysing the Norman motives behind these changes. Finally, the unit culminates in a synthesising enquiry that asks students to draw on all their learning to form a substantiated judgement on the overarching question: "How disruptive was the Norman Conquest of England?"	This entire unit is a direct application of the conceptual tools gained in the first block. Students now use their understanding of change, continuity, and causation to analyse a specific, pivotal historical event. They examine the causes of the crisis (competing claims), the events of the conquest (battles, military assessment), and the profound consequences (feudal system, castles, law, and church), culminating in a synthesised judgement on the overall disruption caused by the Normans.	• Leadership and Governance: The enquiry into "Who should be king?" explores themes of leadership, legitimacy, and the qualities of a good ruler, which are central to understanding historical and modern governance structures. • Societal Organization: Studying the Feudal System and Norman reorganisation of society provides a comparative perspective on how societies are structured, which can lead to discussions on Qatar's own social and tribal history. • Culture and Preservation: Analysing the impact of the conquest on English culture and the building of castles (as historical sites) parallels the importance Qatar places on preserving its own heritage and cultural identity amidst growth and external influences. • Justice: The study of Norman changes to law and order encourages thinking about the principles of justice, a key value in Qatari society.
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Music

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Steady Beat & Rhythm Basics	T1	Understanding pulse and maintaining a steady beat; body percussion	Builds on innate sense of rhythm; introduces structure	Pulse and rhythm in Qatari folk dances and traditional music
Elements of Music – Rhythm & Duration	T1	Learning note values (crotchet, quaver, rest, etc.); clapping rhythms	Develops precision from beat work; introduces musical notation	Explore traditional Qatari drumming patterns (e.g. Al-Razfa)
Elements of Music – Pitch & Melody	T1	Note reading and writing on the stave; simple melodic patterns	Connects rhythmic learning to pitch; intro to melody lines	Explore maqam scales and compare to Western melodic structures
Keyboard Skills – Simple Melodies	T1	Playing simple melodies using correct finger position	Applies note reading; develops fine motor coordination	Compare keyboard instruments to traditional Qatari instruments (e.g. oud)
Instrument Families – Timbre & Sound	T1	Identifying sound qualities of strings, woodwind, brass, percussion	Builds aural skills; supports future performance tasks	Discuss instruments used in Qatari ensembles
Performance Skills – Keyboard Group Task	T1	Ensemble performance; coordination and timing	Synthesises all term skills; intro to collaborative music-making	Develop performance discipline akin to Qatari musical traditions (group playing, respect)

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PE

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Athletics (Running, High Jump, Long Jump)	Term 1	Running, jumping (long jump/high jump), and take-off techniques Sprint starts, controlled approaches, and safe landings Coordination, balance, and spatial awareness	Builds on basic movement and running skills from previous years Reinforces body control, rhythm, and safe jumping/landing techniques	Highlight Qatari athletes who have represented the country in international athletics like Moataz Barsham (high jump) Promote pride in Qatari athletes and national sports achievements Emphasise values of determination, perseverance, and striving for excellence
Swimming	Term 1	Development of water confidence and safety Body positioning of the legs with introduction to front crawl arms Body positioning of front crawl arms leading to full front crawl stroke	Builds on basic movement and body control from earlier PE lessons. Uses skills and safety routines learned in last year's swimming lessons to help students feel more confident in the water.	Encourages students to value health, safety, and personal development, reflecting Qatar's focus on well-being and active lifestyles as part of national priorities.

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Art

Topic	Term	Content / Skills	Reflection on Previous Learning	National Identity Link
Expectations & My Art/Sketchbook Design page	1 (Year 7)	Personal expression, hand-building intro Identity tile, Sketchbook prompts	Builds on early drawing and self-portrait activities from primary years	Self-awareness, civic pride
Coil Vessel Design	1 (Year 7)	Coil technique, texture, form • Date-serving vessel, • texture rubbings	Expands on basic clay handling and introduces form-building	Qatari pottery traditions
Still Life	1 (Year 7)	Still life compositions, Analysing artworks of prominent still life artists	Builds skills used to observe everyday objects	Cultural symbolism, traditional and historical items