

YEAR 7 CURRICULUM MAP 2025 - 26



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ARABIC NATIVE SPEAKERS	Identity and Culture Summer Holiday Long and Short writing. Read for gist	Identity and Culture Countries To learn names of countries Talk about my country Use question words and form basic questions Say what nationality one is To understand when to use the feminine marker	Identity and Culture Family To read for gist To recognise words related to family To compare people and things Students to be able to describe their families Students to be able to produce a simple family tree Students to be able to answer questions about siblings What they are like Describe physical features and compare people	Identity and Culture My House Name rooms of the house Talk about my house Use dual Use prepositions of places	My Daily Routine Talk about my routine Tell the time Use the present tense Attach pronouns Sports & Hobbies To talk about hobbies To use adverbs of frequency To use verb and noun forms To express like and dislike To justify an opinion- to write a summary	Future Aspiration and Work (Jobs) Talk about jobs & work places Tell what people do To use the plural

ARABIC NON- NATIVE SPEAKERS	Introduction to Arabic Letters of the alphabet Sun and moon letters Joining and Splitting Letters Simple Sentences Numbers and days of the week	Identity and Culture Countries To learn names of countries Talk about my country Use question words and form basic questions Say what nationality one is To understand when to use the feminine marker	Identity and Culture My Family To read for gist To recognise words related to family. What they are like Describe physical features and compare people	My House Name rooms of the house Talk about my house Use dual Use prepositions of places	My Daily Routine Talk about my routine Tell the time Use the present tense Attach pronouns Sports & Hobbies To talk about hobbies To use adverbs of frequency To use verb and noun forms To express like and dislike To justify an opinion- to write a summary	Future Aspiration and Work (Jobs) Talk about jobs & work places Tell what people do To use the plural

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	GROUP 1 ALL ABOUT ME An open book showing drawings, colour studies, words and lettering to represent who they are. Creating a frame based piece of work, e.g. name plate for bedroom door. LINE/PATTERN Different types and styles of patterns. When and where do we use line? Using line to create texture. COLOUR Primary, secondary, complementary, tertiary colours etc. Colour association emotions/feelings and word association.	GROUP 2 ALL ABOUT ME An open book showing drawings, colour studies, words and lettering to represent who they are. Creating a frame based piece of work, e.g. name plate for bedroom door. LINE/PATTERN Different types and styles of patterns. When and where do we use line? Using line to create texture. COLOUR Primary, secondary, complementary, tertiary colours etc. Colour association emotions/feelings and word association	GROUP 1 NATURAL FORMS Colour studies of nature - flowers, fruit, trees, leaves and vegetables WATER COLOUR TECHNIQUE NATURAL FORMS (abstract pastel work)	GROUP 2 NATURAL FORMS Colour studies of nature - flowers, fruit, trees, leaves and vegetables WATER COLOUR TECHNIQUE NATURAL FORMS (abstract pastel work)	GROUP 1 TILE DESIGN Research Islamic art, geometric shapes, patterns, tessellation. Produce a tile design based on patterns and geometric shapes TEXTURES AND RUBBINGS Texture, collage and mixed media	GROUP 2 TILE DESIGN Research Islamic art, geometric shapes, patterns, tessellation. Produce a tile design based on patterns and geometric shapes TEXTURES AND RUBBINGS Texture, collage and mixed media

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COMPUTER SCIENCE

E-SAFETY

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.

-Finding balance in a digital world

-Phishing

-Digital Footprint

-Chatting safely online

-Digital Drama Unplugged

-Finding Credible News

COMPUTER HARDWARE & SOFTWARE

Gain an understanding of the basic hardware and software components that make up computer systems and how they interact.

Develop familiarity with using key applications in the Microsoft Office Suite.

-Microsoft Word

-Microsoft Power Point

-Microsoft Excel

- Assessment

INTRODUCTION TO MEDIA

-Features of a blog
-Licensing appropriate images
-the credibility of sources
-research and plan your blog
-Promoting your cause
-Project completion

INTRODUCTION TO MEDIA 2

-Get the message across
-Poster Making
-Brand
-Creating a brand
-Adding content
-Presenting

PROGRAMMING

Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.

- Sequence
- Variables
- Selection
- Operators and Selection
- Count Controlled Iteration

PROGRAMMING (CONTINUATION)

RECALL/ REVISION

Assessment

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	JOURNEY TO THE RIVER SEA Comprehension tasks Linked non-fiction by theme Creative writing tasks Speaking and listening/drama focused activity e.g. hot seating /interviewing.	NATURE POETRY Comprehension tasks Work on patterns and structure in poetry Work on language and literary devices	WORKING WITH 19th CENTURY TEXTS Comprehension from: Extracts fiction: The Water Babies C19th poetry: William Blake: Chimney Sweep Descriptive Writing	SHAKESPEARE PLAY: A MIDSUMMER NIGHT'S DREAM Character work Plot and structure Themes Creative writing: narrate from theme/diaries, etc. Speaking/Listening: Drama focused tasks Paired work	NON-FICTION EXAM PREP: Comprehension work: language, structure, presentation Writing to persuade WORKING WITH STORIES: FAIRYTALES, MYTHS AND FABLES Building characters Openings, endings, morals and formulaic structures Stereotypes and challenging them	MODERN PLAY: DRAMA FOCUS Acting Parts Mime Stagecraft appreciation Hot seating Creative Writing Tasks Writing to Argue Speeches and debating Appreciation of other modes of writing linked by theme.

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SUBJECT	AUTUMN 1	SUBJECT	AUTUMN 1	SUBJECT	AUTUMN 1	SUBJECT
HISTORY	HISTORY SKILLS Primary Vs Secondary Sources Anachronism Chronology Bias – Purpose of sources. Nature of sources – useful? Limitations? Tollund Man Investigation	ANCIENT MEDICINE Egyptian Medicine Greek Medicine Roman Medicine. Skills Assessment	ENGLAND BEFORE 1066 Who will be the next king? Battle of Stamford Bridge Battle of Hastings THE NORMAN CONQUEST Conquest of England William the castle builder The Domesday Book The feudal system Skills Assessment	LIFE IN THE MIDDLE AGES How did medieval language change? What was life like in a medieval village vs towns? Why was religion so important? A day in the life of a monk. Crime and punishment MEDIEVAL MEDICINE Medieval Medicine The Black Death enquiry Skills Assessment	THE MONARCH AND PARLIAMENT Medieval Women Queen Matilda Crown v King; Henry II and Thomas Becket. Murder in the Cathedral. King John and the Magna Carta. Where did our Parliament come from? Skills Assessment	LIFE IN THE MIDDLE AGES Enquiry: How can we explain the First Crusade? Heraldry competition Skills Assessment

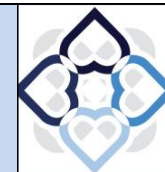
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOOD TECHNOLOGY	GROUP 1 <ul style="list-style-type: none"> BASELINE TEST Washing up & General Practical skills (T) General Practical Skills & Using the Cooker (T/P) Sensory evaluations (T) Knife Skills, preparing fruit and vegetables & using equipment (T/P) Knife Skills, preparing fruit and vegetables & using equipment (T/P) Create a colourful salad or coleslaw (P) 	GROUP 2 <ul style="list-style-type: none"> BASELINE TEST Washing up & General Practical skills (T) General Practical Skills & Using the Cooker (T/P) Sensory evaluations (T) Knife Skills, preparing fruit and vegetables & using equipment (T/P) Knife Skills, preparing fruit and vegetables & using equipment (T/P) Create a colourful salad or coleslaw (P) 	GROUP 1 <ul style="list-style-type: none"> Fruit (T) Apple Crumble (P) Why do we eat food? & The Eatwell Guide (T) Savoury muffins (P) Where does food come from? (T) <p>Spiced Beef and Carrot Burgers (P)</p>	GROUP 2 <ul style="list-style-type: none"> Fruit (T) Apple Crumble (P) Why do we eat food? & The Eatwell Guide (T) Savoury muffins (P) Where does food come from? (T) <p>Spiced Beef and Carrot Burgers (P)</p>	GROUP 1 <ul style="list-style-type: none"> Planning for a practical assessment (T) Falafels (P) Functional and chemical properties of food (T) Fruity oat cookies (P) <p>Prepare, cook, serve a dish & Evaluate (T)</p>	GROUP 2 <ul style="list-style-type: none"> Planning for a practical assessment (T) Falafels (P) Functional and chemical properties of food (T) Fruity oat cookies (P) Prepare, cook, serve a dish & Evaluate (T) <p>Summer Assessment (T)</p>

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH	<p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> Greetings (Nicolas's song) Alphabet Personal pronouns Numbers 1–31 Age & birthday Days of the week Months of the year Colours <p><u>GRAMMAR:</u> Personal pronouns; auxiliary verbs Être & Avoir; simple question words (qui, comment, quel)</p> <p><u>FOCUS/SKILLS:</u> Using definite and indefinite articles; introducing self; listening & repeating simple sentences</p> <p><u>PHONICS:</u></p> <p>Focus on French vowels (a, e, i, o, u, é, è, eu); liaison; pronunciation of alphabet letters; basic sound-symbol correspondence</p> <p><u>ASSESSMENT:</u> September baseline test; French</p>	<p><u>SCHOOL LIFE</u></p> <ul style="list-style-type: none"> School items & describe what I have in my bag Describe a classroom School subjects & opinions Use of feeling verb 'to like' with personal pronouns Use of negation with ne...pas Photocard description: My classroom <p><u>GRAMMAR:</u> Likes/dislikes; ne...pas; il faut; je voudrais; j'ai besoin; introduction to –er verbs (aimer); gender; adjective agreement & placement; qualifiers/intensifiers</p> <p><u>FOCUS/SKILLS:</u> Giving and responding to classroom instructions; expressing opinions; speaking & writing short sentences</p> <p><u>PHONICS:</u> Focus on consonant sounds (ch, j, g, r); stress on syllables; correct pronunciation of subject names</p> <p><u>ASSESSMENT:</u> End of Autumn assessment</p>	<p><u>THE WORLD & ME</u></p> <ul style="list-style-type: none"> Countries & nationality Francophony project Numbers 31–60 Telling the time Pets Physical description Personality description <p><u>GRAMMAR:</u> Recall Être/Avoir; negation; singular possessive pronouns; adjectives (BAGS); qualifiers/intensifiers; justifying opinions using parce-que / car</p> <p><u>FOCUS/SKILLS:</u> Using feeling verbs; justifying opinions; listening comprehension</p> <p><u>PHONICS:</u> Focus on nasal vowels (an, on, in, un); pronunciation of 'h' (aspirated vs silent); linking sounds in sentences; stress patterns in multisyllabic words</p> <p><u>ASSESSMENT:</u> Short writing/speaking tasks</p>	<p><u>FAMILY MEMBERS</u></p> <ul style="list-style-type: none"> Brothers and sisters Other family members Write an essay to describe your family using first & third person <p><u>GRAMMAR:</u></p> <p>Compound sentences; present tense –er verbs; infinitive recognition; negatives (not, never)</p> <p><u>FOCUS/SKILLS:</u></p> <p>Translating sentences; writing paragraphs; using sentence builders</p> <p><u>PHONICS:</u></p> <p>Dictionary of sounds; focus on liaison in sentences; pronunciation of family vocabulary</p> <p><u>ASSESSMENT:</u> Paragraph / essay writing</p>	<p><u>LEISURE & SPORT</u></p> <ul style="list-style-type: none"> Sports & free-time hobbies Verbs faire & jouer Near future tense (aller + infinitive) Adverbs of frequency Photocard description <p><u>GRAMMAR:</u> Irregular verbs faire & aller; present tense –er verbs (jouer, écouter); near future tense</p> <p><u>FOCUS/SKILLS:</u></p> <p>Talking about hobbies & sports; using frequency expressions in sentences</p> <p><u>PHONICS:</u></p> <p>Focus on 'eu', 'ou', 'oi', 'ui' sounds; pronunciation of irregular verbs</p> <p><u>ASSESSMENT:</u> Photocard: leisure activities</p>	<p><u>TECHNOLOGY</u></p> <ul style="list-style-type: none"> Use of technology Using cognates & context Using aimer + infinitive Forming & answering questions French film study / Paris Translating Describing a photo End-of-year celebration: French breakfast & film <p><u>GRAMMAR:</u></p> <p>Revision & consolidation of adjectives, present tense, frequency words; using aimer + infinitive</p> <p><u>FOCUS/SKILLS:</u> Describing photos; asking/answering questions; translation; listening to film dialogues</p> <p><u>PHONICS:</u> Consolidation of previously learned vowel/consonant sounds; stress and intonation in full sentences; pronunciation of cognates</p> <p><u>ASSESSMENT:</u> End-of-year assessment</p>

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GEOGRAPHY	ADVENTURE GEOGRAPHY What is geography? What skills do geographers need? How can adventurers inspire us? How can we locate places? How can we navigate our world using map skills? Mid topic Assessment	SURVIVAL CHALLENGE How do we apply our skills to the real world? How can we show height on a map? How can we measure distance on a map? How can we plan an adventure? MIGSG Survival challenge Winter Exam	AFRICA What misconceptions do people have about Africa? Why do animals migrate? Who are the Maasai Mara? (research project) How is Africa's population changing? What challenges does Africa face today? Mid topic Assessment	NIGERIA CASE STUDY How wealthy is Nigeria? Why do people visit Nigeria? What jobs do people have in Nigeria? What is it like to live in Lagos? What will the future hold for Nigeria? End of Topic Assessment	EUROPE What is the physical geography of Europe? What is the human geography of Europe? How do settlements grow and change? Why is Manchester important? How is Manchester changing? What is regeneration? Exam preparation	Summer Exam FLOODING What is the water cycle? What causes flooding – Mini fieldwork investigation. How are places affected by flooding? How can we manage and prevent flooding? How can we design more sustainable cities? Designing a sustainable city activity

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	<p>PLACE VALUE</p> <ul style="list-style-type: none"> Place value in integers Place value in decimals Ordering and comparing numbers Measures <p>PROPERTIES OF NUMBERS</p> <ul style="list-style-type: none"> Multiples Powers and roots Factors and prime factorisation 	<p>ARITHMETIC</p> <ul style="list-style-type: none"> Addition and subtraction with negative numbers Multiplication and division with negative numbers Addition and subtraction with decimals Multiplication and division with decimals Efficient calculations <p>EXPRESSIONS AND EQUATIONS</p> <ul style="list-style-type: none"> Introduction to algebra Formulae and equations Simplifying expressions Using the distributive law 	<p>COORDINATES</p> <ul style="list-style-type: none"> Connecting coordinates, equations and graphs Graphical representations <p>PERIMETER AND AREA</p> <ul style="list-style-type: none"> Properties of triangles and quadrilaterals Perimeter Area 	<p>FRACTIONS</p> <ul style="list-style-type: none"> Decimals and fractions Comparing and ordering fractions Adding and subtracting fractions Multiplying and dividing fractions 	<p>FRACTIONS AND RATIO</p> <ul style="list-style-type: none"> Multiplicative relationships Representing multiplicative relationships Using fractions Using ratios 	<p>TRANSFORMATIONS</p> <ul style="list-style-type: none"> Translations Rotations Reflections Scale diagrams Enlargements

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	<p>BASELINE ASSESSMENTS A range of physical skills to establish the PE entry level for each student.</p> <p>INVASION GAMES Netball: Introduction to the basic skills and rules of a full 7 v 7 game.</p> <p>Movement skills Spatial awareness Ball handling skills - throwing & catching Footwork Shooting Attacking Dodging Defending Basic knowledge of netball positions</p> <p>Basic working knowledge of netball court and basic rules.</p> <p>Outwitting opponents in competitive small sided games and full 7 v 7 game, with positions.</p>	<p>INVASION GAMES</p> <p>Football: Introduction to the basic skills and rules of small sided games.</p> <p>Movement with the ball Dribbling Receiving Turning Passing Movement off the ball Passing variations Shooting Attacking Defending Outwitting opponents</p> <p>Small sided football-based games.</p>	<p>HEALTH-RELATED FITNESS</p> <p>Measuring pulse rate</p> <p>Basic step test</p> <p>Sustained running: Cooper 12-minute run</p> <p>Introduction to Circuit training</p> <p>Introduction to Boxercise techniques</p> <p>Skill –related fitness tests</p> <p>NET & WALL GAMES</p> <p>Badminton: An introduction to singles play.</p> <p>Hand-eye co-ordination skills Racket familiarisation Forehand Backhand Serving – low serves Scoring Rallying Basic tactics for singles play</p>	<p>SPORTS LEADERSHIP</p> <p>Young sports leadership</p> <p>Values, skills and qualities of effective sports leaders:</p> <p>Communication Organisation Safety Planning Health & Safety Co-operation Responsibility Enjoyment</p> <p>Planning & delivering simple sports leadership activities to peers, with and without equipment.</p> <p>Netball interform competition.</p>	<p>ATHLETICS</p> <p>Introduction to basic athletics skills including running, jumping, and throwing.</p> <p>Running for distance Running for speed Running over barriers Relays Sprint starts</p> <p>Jumping for height Jumping for distance</p> <p>Push throw Howler throw</p>	<p>STRIKING & FIELDING GAMES</p> <p>Rounders: Introduction to the basic skills required to play a simple game of rounders:</p> <p>Hand-eye co-ordination skills Throwing and catching skills Bowling Batting technique Basic fielding skills Introduction of long barrier Basic fielding skills Knowledge of pitch Basic knowledge and implementation of rules in a full 9 v 9 game.</p> <p>Rounders interform competition.</p>

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QURAN	<p>Entrance Exam RECITATION: <i>al-Fatiha to Al-Ikhlaas</i></p> <p>INTRODUCTION TO TAJWEED Makhaarij(Pronunciation) Hesitation, breaking up of words, hamzat ul wasal and mistakes in vowels. Qaida Baghdadiyah for students who have no prior knowledge of Quran recitation. Al-Jawf Al-Halaq ح , ع , غ , خ , ء , هـ</p> <p>MEMORISATION AND TAFSEER: <i>Al-Fatiha, Naas, Falaq, Ikhlaas</i> Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation</p>	<p>RECITATION: <i>Lahab, Nasr, Kafiroun,</i></p> <p>TAJWEED Tongue Letters: ن , ر , ل , ض , ك , ق , ج , ش , ي</p> <p>MEMORISATION AND TAFSEER: <i>Lahab, Nasr, Kafiroun,</i> Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation</p>	<p>RECITATION: <i>Maoun, Quraish</i></p> <p>TAJWEED Tongue letters س , ص , ز , ت , د , ط , ث , ذ , ظ</p> <p>MEMORISATION AND TAFSEER: <i>Maoun, Quraish</i> Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation</p>	<p>RECITATION: <i>Feel, Humazah, Asr, Takaathur,</i></p> <p>TAJWEED <u>Al-Shafataan</u></p> <p>Lips Letters: م , ف , و , ب</p> <p>MEMORISATION AND TAFSEER: <i>Feel, Humazah, Asr, Takaathur,</i> Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation</p>	<p>RECITATION: <i>Qariah, Adiyaat</i></p> <p>TAJWEED <i>Al-Khayshoum</i></p> <p>MEMORISATION AND TAFSEER: <i>Qariah, Adiyaat,</i> Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation</p>	<p>RECITATION: Revision</p> <p>TAJWEED <i>Application of rules that are already learnt</i></p> <p>MEMORISATION AND TAFSEER: <i>Muraajiah</i> <i>Revision of already learnt surahs</i></p>

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RS	<p>INTRODUCTION TO ISLAM The 5 pillars of Islam Articles of faith How these impact on life.</p> <p>INTRODUCTION TO WORLD RELIGIONS Christianity, Judaism, Hinduism and Sikhism Basic beliefs and how believers' lifestyles Comparison with Islam</p> <p>STORIES OF THE PROPHETS How they influence us today.</p>	<p>INTRODUCTION TO FIQH Key concepts such as Halal. Haram, fardh, sunnah, etc.</p> <p>PURIFICATION Wudu, ghusl and tayammum. How purification affects us in our daily lives.</p> <p>ADHAN The story of the Adhan and how this affects Muslims around the world even today.</p>	<p>MAIN WORLD RELIGIONS Daily worship and practices</p> <p>FESTIVALS Id ul fitr Id ul Adha Ashura Easter Christmas Diwali Hanukah</p>	<p>PURIFICATION Importance of Ghusl and how it is performed.</p> <p>ADHAN Story of Bilal (RA) and how the Adhan was first performed.</p> <p>SALAH Different rakahs in salah, the different positions of salah, and also the different duas made after salah.</p>	<p>PLACES OF WORSHIP Features of: Church, Synagogue, Mosque, Hindu Temple and Sikh Gurdwara.</p> <p>SEERAH OF THE PROPHET (SAW) Key events in the life of the Prophet from Birth to Hijra</p> <p>WOMEN IN ISLAM Lives of "Four Greatest Women in Islam": Maryam, Fatima, Khadijah, Asiya</p>	<p>THE QUR'AN Understand the etiquettes of reading the Quran</p> <p>SUNNAH OF THE PROPHET (SAW) Study the sunnah of the Prophet, and apply these to our everyday lives</p> <p>DHIKR Understand what Dhikr is and the importance of this for us as Muslims</p>

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URDU	INTRODUCTION Learn history and facts about Urdu language How to greet and exchange basic information Phonics of the Urdu alphabet Identify similar sound letters and letters which are different from Arabic Learn to write Urdu Alphabet Use of different vowels, Half Noon and compound sounds with letter ھ .	SHORT WORDS Learn and practice four rules about joining letters. Identify different shapes of letters in words. Writing meaningful words by joining two, three and four letters. NUMBERS & DATES Name months of the year in Urdu Learn numbers 1-20 Name days of the week in Urdu. EVERYDAY OBJECTS AND ADJECTIVES Gender Singular and plural nouns Colours	TELLING THE TIME Numbers 21-30 in Urdu. Give times verbally and in written form SCHOOL Name school subjects in Urdu. Give opinion about subjects and use adjectives to justify opinions. Name different professions in Urdu	FORMING SENTENCES Auxiliary verbs Demonstratives Personal pronouns Verb agreement for pronouns Negative and interrogative sentences FOOD AND DRINK Name different fruits in Urdu. Name different vegetables in Urdu. Express opinion about fruits and vegetables using basic opinion phrases: مجھے پسند ہے / مجھے پسند نہیں ہے	ME AND MY FAMILY Name different members of the family in Urdu Introduce yourself and family using possessive pronouns میرا۔ میری۔ میرے Ask and answer questions about yourself and family Name at least 12 animals and birds	HOME AND LOCAL AREA Name different parts of the house in Urdu. Use simple sentences to exchange information about their own house. Name different places in your area. Name directions in Urdu. Give directions using imperative verbs جائیں / مڑیں Name different seasons and weather conditions

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SUBJECT	AUTUMN	SPRING	SUMMER
SCIENCE	<p><u>Induction (6 lessons)</u> L1 - Book Setup and Lab Safety L2 – Kerboodle and Google Classroom L3 - Naming Equipment L4 - Acids and Alkalis/Hazard Symbols L5 - Using and setting up a Bunsen Burner Safely L6 – Baseline Science Test</p> <hr/> <p><u>BIOLOGY: Cells (8 lessons)</u> L1 - Plant and Animal Cells L2 – Using a Light Microscope L3 - Specialised Cells L4 – Diffusion into and out of Cells L5 - Unicellular Organisms <u>Assessment (cells)</u> L6 – Revision L7 – Assessment (Exam Questions) L8 – Review Assessment</p> <hr/> <p><u>PHYSICS: Forces (8 lessons)</u> L1 - Naming Forces L2 – Hooke’s Law L3 – Friction and Air Resistance L4 - Weight and Mass L5 - Resultant Forces <u>Assessment (Forces)</u> L6 – Revision L7 – Assessment (Exam Questions) L8 – Review Assessment</p> <hr/> <p><u>CHEMISTRY: The Particle Model (4 lessons)</u> L1 - The Particle Model L2 - States of Matter L3 - Changes of State L4 - Density</p> <hr/> <p>WINTER EXAM ➤ Based on Cells, Forces and The Particle Model</p>	<p><u>BIOLOGY: Body Systems (9 lessons)</u> L1 - Levels of Organisation L2 - Gas Exchange L3 - Breathing L4 - Skeleton L5 - Movement: Joints L6 - Movement: Muscles</p> <hr/> <p><u>Assessment (Body Systems)</u> L7 – Revision L8 – Assessment (Exam Questions) L9 – Review Assessment</p> <hr/> <p><u>CHEMISTRY: Elements and Compounds (9 lessons)</u> L1 - Elements and Atoms L2 - Compounds L3 - Chemical Formulae L4 - Chemical reactions and Word Equations L5 - Burning Fuels L6 - Thermal Decomposition</p> <hr/> <p><u>Assessment (Elements and Compounds)</u> L7 – Revision L8 – Assessment (Exam Questions) L9 – Review Assessment</p> <hr/> <p><u>SCIENCE WEEK</u> <u>TBC</u></p>	<p><u>PHYSICS: Sound and light (10 lessons)</u> L1 - Waves L2 - Sound Waves L3 - Loudness and Pitch L4 - Detecting Sound L5 - Echoes and Ultrasound L6 - Reflection L7 – Colour</p> <hr/> <p>SUMMER EXAM ➤ Based on Cells, Forces, The Particle Model, Body Systems, Elements and Compounds</p> <hr/> <p><u>BIOLOGY: Reproduction (7 lessons)</u> L1 - Adolescence L2 - Reproductive Systems L3 - The Menstrual Cycle L4 - Fertilisation and Pregnancy L5 - Flowers and Pollination L6 - Fertilisation and Germination</p>