BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Syllabus 2025-2026

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Subject:	Science	Year:	7

Course purpose and aim:

Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
Term 1 Part 1	**Biology** - Cells, tissues, organs and systems - Sexual reproduction in animals - Muscles and bones	1. Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. 2. The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts. 3. The similarities and differences between plant and animal cells. 4. The role of diffusion in the movement of materials in and between cells. 5. The structural adaptations of some unicellular organisms. 6. The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. 7. Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. 8. The structure and functions of the human skeleton, including support, protection, movement and making blood cells. 9. Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles 10. The function of muscles and examples of antagonistic muscles.
Term 1 Part 2	**Chemistry:** - Mixtures and separation - Acids and alkalis - The particle model	1. The concept of a pure substance, mixtures, including dissolving diffusion in terms of the particle model. 2. Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography. 3. Defining acids and alkalis in terms of neutralisation reactions. 4. The pH scale for measuring acidity/alkalinity; and indicators. 5. Using a pH meter to determine the pH of a solution. 6. The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. 7. Changes of state in terms of the particle model.
Term 2 Part 1	**Physics:** -Energy -Current electricity	1. Comparing energy values of different foods (from labels) (kJ). 2. Comparing power ratings of appliances in watts (W, kW). 3. Comparing amounts of energy transferred (J, kJ, kW hour). 4. Domestic fuel bills, fuel use and costs. 5. Different fuels and energy resources. 6. Electric current, measured in amperes, in circuits, series and parallel circuits, currents 7. add where branches meet and current as flow of charge. 8. Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference to current.

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Term 2 Part 2	Ecosystems Atoms, elements and molecules	1. The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops. 2. The importance of plant reproduction through insect pollination in human food security. 3. How organisms affect, and are affected by, their environment, including the accumulation of toxic materials. 4. The differences between atoms, elements and compounds. 5. Chemical symbols and formulae for elements and compounds. 6. Conservation of mass changes of state and chemical reactions.
Term 3	Sound & Forces	1. Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound. 2. Sound needs a medium to travel, the speed of sound in air, in water, in solids. 3. Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. 4. Auditory range of humans and animals. 5. Forces as pushes or pulls, arising from the interaction between two objects. 6. Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. 7. Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. 8. Forces measured in newtons, measurements of stretch or compression as force is Changed. 9. Hooke's Law

At the end of the school year the final grade is weighted as follows:

Term 1:	Term 2:	Term3:	Final Exam	Total
30%	30%	20%	20%	100%

We will be using the Exploring Science International Textbooks to facilitate our learning journey. Please see the contents below:

https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/ilower-secondary/exploring-science-international/Exploring-Science-International-Contents.pdf

Subject:	English	Year:	7

Course purpose and aim:	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
Term 1 Part 1	**Reading: non-fiction**	1. Introduction to non-fiction genres. Explore various non-fiction genres and analyze their distinct characteristics and functions. 2. Identifying the purpose of a text. Recognize author intent and how it shapes content and structure. 3. Understanding audience. How writers adapt language, tone, and style based on their intended readers. 4. Finding main ideas and supporting details. Practice identifying key points and evaluating how details strengthen an argument or explanation. 5. Analyzing text structure. Recognizing organizational patterns. Examination of common organizational methods and their role in enhancing comprehension. 6. Evaluating language and tone. Assess how word choice and tone contribute to meaning and effectiveness. 7. Identifying and understanding persuasive techniques. Analysis of rhetorical strategies used to influence readers and construct arguments. *Suggested material: Science and Nature, Historical Events, Biographical Articles* ***Books: Boy: Tales of Childhood by Roald Dahl, My Family and Other Animals by Gerald Durrell***
Term 1 Part 2	**Writing: non-fiction**	1. Introduction to non-fiction genres, audience, and purpose, analyzing examples and identifying key characteristics. 2. Understanding text structure, organizational patterns, and outlining a coherent non-fiction piece. 3. Developing effective language, tone, and vocabulary to suit different audiences and writing purposes. 4. Exploring persuasive techniques and refining arguments for clarity and impact. 5. Revising and editing for coherence, structure, and overall effectiveness. 6. Focusing on grammar, punctuation, spelling, and finalizing a polished non-fiction text. *Suggested material: Letters, formal & informal tone, punctuation*
Term 2 Part 1	**Spoken English**	1. Understanding poetic forms. Different types of poems (e.g., sonnets, haikus, free verse, limericks). Structure of poems. 2. Imagery and figurative language. Use of similes, metaphors, personification, and hyperbole. 3. Sound devices. Rhyme scheme (end rhyme, internal rhyme. 4. Themes and messages. Exploring common themes in poetry (love, nature, conflict, identity). 5. Tone and mood. Identifying the tone (e.g., playful, serious, melancholic) of a poem 6. Responding to poetry. Analyzing and interpreting poems. Writing personal responses and reflections. *Suggested material: Poetry, lyrics*
Term 2 Part 2	**Reading Fiction**	1. Introduction to Fiction & Reading Strategies. 2. Understanding Setting. Identify setting in a novel extract, compare different settings, write a setting description. 3. Exploring Plot Structure. Identify key plot points in a novel, create a story timeline. 4. Characterization & Dialogue. Analyze character traits, create character profiles. 5. Themes & Author's Purpose. Identify themes in the novel. 6. Checking Comprehension & Making Connections. 7. Creative Response to the Novel. Write an alternative ending. *Suggested material: Wonder, Turtles All the Way Down, The Graveyard* ***Book: The Giver by Lois Lovry***
Term 3	**Writing Fiction**	1. Introduction to fiction writing, exploring genres, literary conventions, and planning a narrative. 2. Developing characters, setting, and plot structure to create engaging stories. 3. Enhancing storytelling through dialogue, description, and narrative voice. 4. Drafting and refining a complete short story with attention to fluency and coherence. 5. Editing and proofreading for clarity, accuracy, and stylistic improvement. 6. Finalizing and sharing polished fiction pieces, reflecting on the writing process and personal growth. *Suggested material: writing a short story, diaries, reports, reviews*

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Subject:	**Mathematics**	**Year:**	**7**

Course purpose and aim:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
Term 1 Part 1	**Algebraic thinking:** -Sequences -Understand and use algebraic notation -Equality and equivalence -Developing number sense	1. Describe and continue a sequence given diagrammatically 2. Predict and check the next term(s) of a sequence 3. Represent sequences in tabular and graphical forms 4. Recognise the difference between linear and non-linear sequences 5. Continue numerical linear sequences 6. Continue numerical non-linear sequences 7. Explain the term-to-term rule of numerical sequences in words 8. Use diagrams and letters with single function machines 9. Find the function machine given a simple expression 10. Substitute values into single operation expressions 11. Find numerical inputs and outputs for a series of two function machines 12. Use diagrams and letters with a series of two function machines 13. Find the function machines given a two-step expression 14. Substitute values into two-step expressions 15. Generate sequences given an algebraic rule 16. Represent one- and two-step functions graphically 17. Understand the meaning of equality 18. Understand and use fact families, numerically and algebraically 19. Solve one-step linear equations involving +/− using inverse operations 20. Solve one-step linear equations involving ×/÷ using inverse operations 21. Understand the meaning of like and unlike terms 22. Understand the meaning of equivalence 23. Simplify algebraic expressions by collecting like terms, using the ≡ symbol 24. Know and use mental addition and subtraction strategies for integers 25. Know and use mental multiplication and division strategies for integers 26. Know and use mental arithmetic strategies for decimals 27. Know and use mental arithmetic strategies for fractions 28. Use factors to simplify calculations 29. Use estimation as a method for checking mental calculations 30. Use known number facts to derive other facts 31. Use known algebraic facts to derive other facts

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Term 1 Part 2	**Place value and proportion:** -Place value & ordering integers & decimals -Fraction, decimal and percentage equivalence -Sets & probability	1. Understand and write integers up to one billion in words and figures 2. Round integers to the nearest power of ten 3. Compare two numbers using =, ≠, <, >, ≤, ≥ 4. Order a list of integers 5. Find the range of a set of numbers 6. Find the median of a set of numbers 7. Understand place value for decimals 8. Write 10, 100, 1000 etc. as powers of ten 9. Write positive integers in the form A x 10^n 10. Understand negative powers of ten 11. Write decimals in the form A x 10^n 12. Interchange between fractional and decimal number lines 13. Convert between fractions and decimals 14. Convert fluently between simple fractions, decimals and percentages 15. Use and interpret pie charts 16. Identify and use simple equivalent fractions 17. Understand fractions as division 18. Convert fluently between fractions, decimals and percentages 19. Explore fractions above one, decimals and percentages 20. Identify and represent sets 21. Interpret and create Venn diagrams 22. Understand and use the intersection of sets 23. Understand and use the union of sets 24. Understand and use the complement of a set 25. Know and use the vocabulary of probability
Term 2 Part 1	**Application of number:** -Solving problems with addition & subtraction -Multiplication and division -Fractions & percentages of amounts -Prime numbers & proof	1. Mental strategies for addition and subtraction 2. Use formal methods for addition and subtraction of integers and decimals 3. Choose the most appropriate method: mental strategies, formal written or calculator 4. Solve problems in the context of perimeter 5. Solve financial maths problems 6. Solve problems with frequency trees, bar charts and line charts 7. Add and subtract numbers given in standard form 8. Understand and use factors and multiples 9. Multiply and divide integers and decimals by powers of 10 10. Multiply by 0.1 and 0.01 11. Convert metric units 12. Use formal methods to multiply integers and decimals 13. Use formal methods to divide integers and decimals 14. Solve problems using the mean 15. Explore multiplication and division in algebraic expressions 16. Find a fraction of a given amount 17. Use a given fraction to find the whole and/or other fractions 18. Find a percentage of a given amount using mental methods 19. Find a percentage of a given amount using a calculator 20. Solve problems with fractions greater than 1 and percentages greater than 100% 21. Find and use multiples 22. Identify factors of numbers and expressions 23. Recognise and identify prime numbers 24. Recognise square and triangular numbers 25. Find common factors of a set of numbers including the highest common factor (HCF) 26. Find common multiples of a set of numbers including the least common multiple (LCM) 27. Write a number as a product of its prime factors 28. Use a Venn diagram to calculate the HCF and LCM

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Term 2 Part 2	**Directed number and Fractional thinking:** -Operations & equations with directed number -Addition & subtraction of fractions	1. Understand and use representations of directed numbers 2. Order directed numbers using lines and appropriate symbols 3. Perform calculations that cross zero 4. Add directed numbers 5. Subtract directed numbers 6. Multiplication of directed numbers 7. Multiplication and division of directed numbers 8. Use a calculator for directed number calculations 9. Evaluate algebraic expressions with directed number 10. Introduction to two-step equations 11. Understand representations of fractions 12. Convert between mixed numbers and fractions 13. Add and subtract unit fractions with the same denominator 14. Add and subtract fractions with the same denominator 15. Add and subtract fractions from integers expressing the answer as a single fraction 16. Understand and use equivalent fractions 17. Add and subtract fractions where denominators share a simple common multiple 18. Add and subtract fractions with any denominator 19. Add and subtract improper fractions and mixed numbers 20. Use fractions in algebraic contexts 21. Use equivalence to add and subtract decimals and fractions 22. Add and subtract simple algebraic fractions
Term 3	**Lines & angles:** -Constructing, measuring & using geometric notation -Developing geometric reasoning -End of year tests	1. Understand and use letter and labelling conventions including those for geometric figures 2. Draw and measure line segments including geometric figures 3. Classify angles 4. Measure angles up to 180° 5. Draw angles up to 180° 6. Draw and measure angles between 180° and 360° 7. Identify perpendicular and parallel lines 8. Recognise types of triangles and quadrilaterals 9. Identify polygons up to a decagon 10. Construct triangles using SSS (side, side, side), SAS (side, angle, side) and ASA (angle, side, angle) 11. Construct more complex polygons 12. Interpret pie charts using a protractor and simple proportion 13. Understand and use the sum of angles at a point 14. Understand and use the sum of angles on a straight line 15. Understand and use the equality of vertically opposite angles 16. Know and apply the sum of angles in a triangle and in a quadrilateral 17. Solve angle problems using properties of triangles and quadrilaterals 18. Solve complex angle problems 19. Find and use the angle sum of any polygon 20. Investigate angles in parallel lines 21. Understand and use parallel line angle rules 22. Use known facts to obtain simple proofs.

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Subject:	Humanities	Year:	7

Course purpose and aim:

A high-quality humanities education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically and to take their place in society as responsible citizens.

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
Term 1 Part 1	History: Before 1066	1. Understand the changing nature of political power in Britain from Romans to Normans 2. Be able to explain the effect of the migration of people to, from and within the British Isles 3. Compare this knowledge with a study of an aspect or site in local history dating from a period before 1066
Term 1 Part 2	Geography: Physical geography	1. Understand geological timescales and the key processes in plate tectonics 2. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world 3. Understand geographical similarities, differences and links between places, including environmental regions, polar and hot deserts, countries and major cities
Term 2 Part 1	History: 1066-1509	1. Describe the key events and effect of the Norman Conquest 2. Understand the societal influence of Christendom, including the importance of religion and the Crusades 3. Understand and explain the key events leading to the Magna Carta and the emergence of Parliament
Term 2 Part 2	Geography: Human Geography	1. Complete a study of human and physical geography of a region within Africa 2. Deepen their spatial awareness of the world's countries using maps of the world to focus on Africa; key physical and human characteristics, countries and major cities 3. Understand the key processes in international development

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Term 3	Citizenship	Local geography

1. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
2. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
3. Build on their knowledge of globes, maps and atlases

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