

International Bilingual Private School

EPBI — Baillargues

Back-to-School Parents' Meeting

Presentation of Subjects Taught —

6ème

2026-2027 School Year

French

Brigitte Vidal

The main aim of the French course in Year 7 is to progressively help students master spoken language, reading and writing. This aim is broken down into three areas.

1. Consolidating grammar skills

The first aim is to consolidate the grammar skills acquired in previous years. Teaching grammar in secondary school means helping students understand the mechanisms of language so that they can express themselves better, both in writing and speaking, and better understand the texts they read.

Each concept is first introduced in class through a series of exercises. Once it is understood and mastered, the lesson is copied into the grammar notebook — it is also available on Classroom — and must be learned for the following week. A test is then held in class, covering both recall of the lesson and exercises similar to those done in class.

Each grammar lesson learned should help students better understand texts and interpret them as part of analytical reading.

Spelling also plays a fundamental role and must be mastered progressively, hence the importance of regular dictations. Learning the rules of grammar, spelling, vocabulary and conjugation helps students better understand texts and information, but also express themselves more precisely: spelling should reflect thought.

Language must thus become an object of observation and reflection. Students learn to solve problems of comprehension and expression, to listen to or read a text, to understand it and to answer questions clearly.

2. Discovering literature

The second aim is to introduce students to the world of literature through a journey that is both cultural and enjoyable. The goal is to spark their curiosity and develop their analytical thinking and logic. Through literature, students discover today's world in all its diversity, as well as the past, through myths, legends, tales and various stories.

Texts will be read, explained and analysed in class — excerpts and complete works — calling on both written and spoken expression. Personal reading will also be required to teach students how to write clear and precise book reports, express their impressions of a book and justify them.

From the start of the year, a methodology will be explained and copied into the literature notebook. Following this model, each student will choose a novel and present it orally to the class, thereby learning to use spoken language more effectively to present explanations, information or a point of view in a clear and organised way. This work aims to help students summarise a work, give a personal opinion and argue their point.

3. Developing written expression

Writing exercises will be carried out throughout the year, following a specific methodology. Students will learn, for example, to write a letter, continue a text, construct a dialogue or organise a narrative.

They will also have the opportunity to express their creativity by writing tales, short stories or poems, which they may illustrate in their own way — activities that also allow certain elements of art history to be explored.

Final aim

The overall aim of the course is to foster a love of reading and writing, and to enable each student to gradually build a solid cultural foundation, which they will continue to enrich throughout their schooling.

Mathematics

Dorothee Lebaillif

Year 7 concludes Cycle 3 and lays the foundations of Mathematics. It is essential to master all these basic concepts in order to approach Cycle 4 (from Year 8 to Year 10) with confidence.

Working method

The lesson is explained in class and displayed on the interactive whiteboard. Videos of the lesson are also available on Classroom so that absent students can access the explanation, and others can review the concepts in a different way. The lesson must be learned for the next class; a written summary is also posted on Classroom.

Once the lesson has been assimilated, it is put into practice with exercises corrected in class, either by the teacher or by the students. Exercises are set as homework after each class and corrected in class by a student.

Calculator

Students must always have their calculator with them (the required model). However, it will be used only rarely, as the aim is to teach children to calculate rather than to press buttons.

Materials

A course notebook and an exercise notebook are required; students must bring both to every class. Geometry equipment is essential: a ruler, a set square, a protractor, a compass, as well as a pencil and eraser. Any student without their equipment will be excluded from the class.

Tests

Students are assessed through supervised tests (DS) as well as through planned or unplanned quizzes in class. Tests cover algebra and geometry as evenly as possible so as not to disadvantage anyone. DS tests generally cover the last two chapters; revision topics are always indicated at least a week in advance on Noteebi.

Curriculum

The curriculum is divided into three themes:

- Numbers and calculations: whole numbers, decimal numbers, addition and subtraction of decimal numbers, multiplication of decimal numbers, division by a whole number, fractions, proportionality and data presentation.
- Space and geometry: introduction to space, plane geometry, common shapes, axial symmetry and the properties of common shapes.
- Quantities and measurements: angles, calculating lengths, areas and durations, calculating volumes and capacities.

Physical Sciences

Daniel Guy

For about ten years now, physical sciences have been reintroduced in Year 7. This subject is above all an introduction designed to help students discover the essential place of science in everyday life.

The same textbook is used for physical sciences and life and earth sciences (SVT), which allows certain topics to be approached in a complementary way and highlights the consistency between the different scientific disciplines.

With over twenty-five years of experience teaching physical sciences, the teacher has developed a working method as well as a set of rules designed to support students in their learning.

Working method

Lessons are presented in class over several sessions depending on their difficulty, displayed on the interactive whiteboard, and must be learned for the next class. Once the concepts have been assimilated, students apply them through various exercises, all corrected in class, either by the teacher or with student participation.

Tests

Students are assessed through supervised tests as well as planned or unplanned written quizzes.

Curriculum

During the year, students will discover the four major themes developed throughout secondary school:

- matter;
- motion;
- energy;
- signals.

More technology-related concepts linked to materials, technical objects and computer networks will also be covered, as well as computer modelling using the Sweet Home 3D software.

Practical work

Practical sessions will be organised regularly to allow students to carry out experiments illustrating the concepts studied in class and to better understand the phenomena observed. Various educational resources and science programmes, such as "C'est pas sorcier", will also be used to make learning more concrete and accessible.

Website

<https://sites.google.com/site/danielepbi34670/> — students will find all the lessons here, as well as links to various additional educational resources.

Life and Earth Sciences — Euro Section

Stéphanie Badaroux

Welcome to Life and Earth Sciences!

This year, students will discover Life and Earth Sciences (SVT) through an approach based on scientific inquiry, observation and experimentation. SVT and Physics-Chemistry lessons are organised around five major interdisciplinary investigations, allowing students to gradually build their knowledge while making connections between the different scientific disciplines.

The five investigations covered are:

- Living things: discovering ecosystems, the diversity and development of living organisms, the history of life and evolution.
- Matter: food and organic matter.
- Energy: the nutritional and energy needs of living organisms.
- Planet Earth: the solar system, the Earth and its landscapes.
- Human needs: the use of natural resources and the impact of human activities on the environment.

Aims

From Year 7 onwards, the aim is to develop in each student:

- genuine scientific culture;
- a critical mind based on observation and reasoning;
- a rigorous working method;
- autonomy in learning;
- the skills needed to carry out a scientific approach.

Each chapter begins with a question built together with the students. Together, hypotheses are formulated, then validated or refuted through experiments, observations, documentary research, document analysis, videos or practical work. This approach helps students understand that science is based on questioning, experimentation and argumentation.

The key concepts are then summarised in the notebook so that students have a clear and structured resource. All resources (documents, instructions, homework and additional materials) will also be available on Google Classroom, which will serve as the working platform throughout the year.

Expectations

To progress in SVT, students are expected to:

- come to class with their equipment;
- actively take part in activities and practical work;
- be curious, engaged and respectful of laboratory safety rules;
- regularly learn their lessons in order to understand the concepts rather than simply memorising them;
- complete assigned work on time and progressively develop their independence.

Mistakes are an integral part of the scientific process: they are an essential step in learning, reasoning and progressing.

Assessment

Assessments will cover both the knowledge and the scientific skills developed during the investigations. Students will need to be able to draw on their knowledge to solve new situations, analyse documents, interpret experimental results and justify their reasoning.

A hands-on subject

SVT is a hands-on subject. Practical work, hands-on activities, experiments, research and oral presentations will play an important role in learning, with the aim of enabling each student to understand the living world and major environmental issues while developing the scientific skills essential to the rest of their schooling.

Life and Earth Sciences — Bilingual Section

Stéphanie Badaroux

Welcome to SVT!

Starting Year 7 is an important step in students' schooling. This year marks the transition from primary school to secondary school, with higher expectations in terms of organisation, independence and reflection.

The aim is to support each student through this transition by giving them the tools they need to become independent, curious and rigorous learners. Beyond scientific knowledge, students will develop working methods that will be useful across all subjects.

Learning aims

Life and Earth Sciences help us better understand the world around us, how living things work, our planet, and the interactions between living organisms and their environment. Through a scientific inquiry approach, students will learn to:

- observe and question;
- formulate hypotheses;
- carry out experiments and analyse results;
- research, select and interpret information;
- build a scientific argument based on evidence;
- communicate their conclusions both orally and in writing.

Alongside subject knowledge, particular attention will be paid to the development of skills.

Course organisation

Learning will alternate between:

- lessons and discussions;
- practical work and experiments;
- documentary research;
- document studies;
- collaborative activities;
- oral presentations.

Students will also use their computers when necessary to carry out research or complete certain activities. Google Classroom will be the digital workspace: course resources, homework and additional documents will be posted there throughout the year. Key concepts will be regularly summarised to provide a clear and structured revision resource.

Major themes studied

In Year 7, learning is organised around major scientific questions:

- How was our planet formed, and why does it support the development of life?
- How are living things organised, and how do they interact with their environment?
- How can the diversity of living things be explained?
- What place do humans occupy within ecosystems?
- What is the impact of human activities on the environment, and how can we act responsibly?

These themes will help students progressively develop a broad view of major scientific and environmental issues.

Expectations

To succeed in SVT, each student is asked to:

- arrive in class with their equipment and be ready to learn;

- actively take part in activities, discussions and practical work;
- take notes seriously and in an organised way;
- complete assigned work on time;
- adopt a respectful attitude towards others, equipment and safety rules;
- show curiosity, perseverance and independence.

A mistake is considered a normal part of learning: it helps students progress and develop genuine scientific reasoning.

Assessment

Skills will be assessed throughout the year through various methods:

- knowledge tests;
- practical work;
- research activities;
- written work;
- oral presentations;
- collaborative projects.

Assessments will focus not only on knowledge, but also on students' ability to draw on their scientific skills, reason, communicate their ideas and work independently. The aim is for every student to develop a love of learning science, gain confidence and acquire the skills needed to succeed throughout their schooling.

English Bilingual Group

Joanna Cowan

The aim of the Year 7 bilingual English class is to build students' confidence in using English as a means of communication, while reinforcing and consolidating essential language foundations. Students will be encouraged to take an active part in class and to practise speaking.

Strong emphasis is placed on speaking in class. Students are required to take part regularly and make every effort to communicate exclusively in English: English is the only language allowed during lessons, and the use of French is not permitted. This creates an immersive environment that fosters rapid progress and greater fluency.

The Year 7 bilingual English group has three hours of lessons per week, delivered entirely in English. One hour per week is devoted to grammar practice and structured exercises, using the Oxford English File Student's Book and the accompanying Workbook, which is also used for homework. The remaining two hours each week are devoted to project work aimed at reinforcing and developing speaking skills through collaborative, meaningful activities.

A Google Classroom dedicated to Year 7 Bilingual has been created for the class; it contains resources, documents and useful links to support independent work and homework completion. Students will need to regularly use digital tools to complete and submit their work, either on Google Classroom or on the Oxford platform. Homework will be systematically posted on Pronote and must be submitted by the deadlines given, which is essential for effective progress in project work. Any homework submitted late will not be corrected and may receive a mark of zero.

A variety of materials and communication formats will be used throughout the year to develop listening and speaking skills. By the end of the year, students are expected to progress towards a B1 level in English.

English Euro Group

Vanessa Baker

The Year 7 Euro English class will work with the Harmonize Starter textbook, along with its Workbook and associated digital platform. The combined use of the student book and workbook will allow students to discover concepts in class, then apply them independently through practice exercises.

Students will have 3 hours of English per week, organised around reading, listening and speaking comprehension, conversation, as well as fun grammar and vocabulary-building activities. The teacher aims to speak almost exclusively in English in class, except when necessary to clarify certain instructions.

Particular emphasis will be placed on projects and public speaking. Over the course of the year, students will give 6 to 7 oral presentations, one at the end of each chapter, without notes or paper in hand: students will need to progressively learn to structure and memorise their speech.

At the start of the year, these presentations will be built collectively so that students learn to use tools such as Google Slides and understand what is expected of an oral presentation. The aim will then be to gradually move students towards greater independence, with increasingly personal preparation done at home.

Project topics may vary: for example, imagining one's dream house, organising a group trip or presenting a cultural theme. During presentations, students will address their classmates, who will be expected to listen actively so they can answer questions or interact afterwards. Speaking and listening skills will thus be fully engaged.

As for assessment, it will take several forms:

- regular homework to be submitted in class or at home (variable weighting);
- oral work linked to the topics studied;
- vocabulary and grammar tests;
- common assessments (DS) covering the units studied, with a significant weighting (2).

The final aim is to help students progress from level A1 towards A1+/A2, thanks to the small class size, regular work and the gradual development of independence. Lesson content and homework can be followed via Google Classroom.

Spanish

Sabrina Palamara

Year 7 aims

- Understand familiar words, very common expressions and simple sentences.
- Communicate in everyday situations: ask and answer simple questions, describe one's surroundings, write a short text, fill in a form.

Methods and materials

- A textbook serves as the basis for introducing new learning.
- These skills are regularly put into practice through workshops and varied activities.

Assessment and progress tracking

- Lesson tests.
- Short written and oral productions.
- Supervised tests.
- Target level (European framework) by the end of Year 7: A1+ / A2-.

Class project

A specific project is built with the students during the year to draw on their Spanish knowledge while highlighting their personal interests (sport, music, songs, reading, drawing, etc.). A sports week in the Basque Country, for example, has already provided an opportunity to put the language into practice.

This project fosters personal development and self-confidence; students become more willing to talk with Spanish speakers, as observed during school trips.

At the end of the year, a workshop involving independent reading of a short novel in Spanish, accompanied by comprehension activities, helps consolidate what has been learned during Year 7.

Role of the form tutor

As form tutor, a climate of trust is established to support students throughout the year and help them manage everyday concerns. The teacher remains available to answer families' questions and concerns, so that everyone can have as smooth a year as possible.

Specific activities are offered to help students find their place in their new role as secondary school pupils, organise their work and become aware of their progress.

History — Geography — EMC (Bilingual Group)

Helen Thirtle-Léotard, Head of the Languages Department

The group has 3 hours per week of History-Geography-Civic Education taught in English. The aim of teaching these lessons in English is to learn both subjects and absorb key information in a foreign language for some students, or in their native language for others. There are several main reasons for teaching these lessons in English:

- students benefit from an additional weekly contact with an English-speaking teacher;
- they can express themselves in English;
- they communicate in English about the topics presented in class.

A good level of English remains important. Grammatical errors will not be corrected in class, except in urgent cases where clarification is needed for the whole group. New vocabulary linked to each topic will be learned and absorbed (for example "Greek Civilisation" in History or "Rural and Urban Population" in Geography): the goal is to learn the facts and be able to read, speak, write and express an opinion in English.

Activities will be fun and engaging. Reading will take place both in class and at home, as homework to review the lesson. Homework will be set each week (reading at home and/or answering questions on a text related to the lesson). Students will work alone or in small groups during lessons and will give presentations in class.

The History curriculum begins with the origins of writing, the Egyptians, the Greeks, the Romans and the beginnings of Christianity. The Geography curriculum covers the geography of the Earth, population and cities, rural communities and coastal towns. The EMC (civic education) curriculum covers the following themes:

- Representing others and serving the common good;
- Respecting rules and understanding their purpose: for example, secularism (laïcité) at school;
- Having rights as an individual and respecting those of others (right to privacy).

Each term, 3 tests (supervised tests) will be used to check that lessons have been well learnt and absorbed; they will also help the teacher adapt her teaching approach to the dynamics and needs of the class.

Tests will cover topics recently studied in class. Students will be well prepared: revision and fun activities will precede each test, and revision notes and explanations will be given a week before the test. Students will not be penalised for mistakes in English, but will be individually encouraged to correct and understand their errors.

At EPBI, every teacher uses Google Suite for Education and has created a Classroom for each subject. In the "History-Geography Bilingual" Classroom, you will find:

- a "Lesson Documents" folder with lesson summaries and additional resources (web links, etc.);
- a "Homework" folder with homework assignments and their corrections;
- a "DS" folder with supervised tests and their corrections.

The "History-Geography Bilingual" Classroom will be explained to students at the start of the school year.

I wish you all a very productive year in History and Geography this year!

History — Geography — EMC (Euro Group)

Ange Schneider

The Year 7 History-Geography and Civic Education (EMC) course builds on the learning carried out in Years 5 and 6 (CM1 and CM2). It consolidates the knowledge acquired while deepening it and enriching students' historical, geographical and civic knowledge.

The curriculum contributes to the development of the common core of knowledge, skills and culture, organised around five major areas:

- languages for thinking and communicating;
- methods and tools for learning;
- personal and civic development;
- natural systems and technical systems;
- representations of the world and human activity.

Over the course of the year, students will develop essential skills such as:

- orienting themselves in time and space by building historical and geographical reference points;
- reasoning and justifying an approach;
- analysing and interpreting a variety of documents;
- mastering the different languages of history and geography;
- cooperating, exchanging and sharing their work.

The History-Geography lessons

Each chapter begins with a study of documents designed to bring out the main questions raised by the topic. Students then continue their thinking through a thematic file that allows them to deepen their knowledge, followed by a "complex task" activity that invites them to draw on what they have learned to solve a situation, developing their reasoning skills.

In history, each chapter is enriched by a file devoted to art history; in geography, a file entitled "On a world scale" broadens perspectives and connects the concepts studied to wider global issues.

The lesson then helps structure the knowledge built up through the various activities. Before each assessment, a revision and practice session allows students to review what they have learned through a summary activity called "Taking stock". Finally, watching a documentary closes each topic studied, offering an overview and deepening understanding of the concepts covered.

Civic and Moral Education (EMC)

Civic and Moral Education sessions are based on exchange, reflection and debate. Their aim is to help each student listen to others, understand different points of view, develop critical thinking and learn to argue respectfully. Students are encouraged to prepare their contributions, organise their ideas, express them clearly and take an active part in debates.

The topics studied are organised around the curriculum's four main areas:

- sensitivity: oneself and others;
- law and rules: the principles needed for life in society;
- judgement: thinking for oneself and with others;
- engagement: acting individually and collectively.

Each student will also give a presentation on a topic of their choice related to civic and moral education. Throughout the year, various school and extracurricular activities may feed into collective reflection and lead to oral presentations, allowing students to share their experiences, research and analysis.

Physical Education and Sport

Antoine Haget

The teacher, Antoine, is delighted to accompany your child throughout this school year, during which they will discover various physical and sporting activities to help develop their motor skills, independence, team spirit and enjoyment of sport.

First term — Athletics (middle-distance running & relay)

The year will begin with an athletics unit focused on middle-distance running and relay racing. Aims:

- develop endurance and learn to manage effort;
- improve running technique;
- discover the principles of relay racing: baton passing, cooperation and coordination;
- push oneself while respecting one's own pace.

Second term — Gymnastics & strength training

This term will focus on gymnastics as well as strength training adapted to the students' age. Aims:

- perform simple gymnastic elements safely;
- develop balance, coordination, flexibility and core strength;
- strengthen the main muscle groups through varied exercises;
- learn to know one's body and adopt good posture.

Third term — Rugby

The year will end with a rugby unit, practised in a spirit of respect, cooperation and safety. Aims:

- discover the basic rules of rugby;
- learn to advance as a team through passing and support;
- develop awareness, communication and team spirit;
- respect teammates, opponents, the referee and the rules of the game.

PE Assessment

Assessment will take place throughout the year and will take several aspects into account:

- motor and technical skills;
- progress made;
- involvement and participation in class;
- following instructions, rules and respect for others;
- commitment to the various roles (player, referee, observer, helper, etc.).

A mid-term assessment will be carried out halfway through each term. It will focus mainly on the student's attitude, behaviour and commitment, allowing them to take stock and continue progressing.

PE Rules

So that everyone can take part in the best possible conditions, a few essential rules must be followed:

- suitable sports clothing is compulsory at every session;
- a water bottle is essential;
- during hot weather, bring a cap and sunscreen;
- safety instructions must be followed at all times;
- respect for classmates, adults, equipment and facilities is expected at every lesson.

For any questions, contact: a.haget@epbi.net

Media and Information Literacy

Wilfrid Scamaroni

In a constantly changing world, where information is spreading faster and becoming more complex, media and information literacy aims to give students the knowledge they need to stay informed and form their own opinions.

In Year 7, students will learn how to find information and recognise fake news. The curriculum will cover different media (television, radio, internet, etc.) as well as editorial strategies, their causes and consequences.

This subject also aims to protect students from the dangers of digital technology. Essential topics such as bullying and its consequences, as well as respect for intellectual property, will be covered. Each lesson is designed to be as engaging as possible, so that students understand the issues linked to information and how it is spread.

Assessments will be based on the activities carried out in class.

Curriculum

- Theme 1: Information
- Theme 2: Journalism
- Theme 3: The Power of Images
- Theme 4: The Internet, a Tool and a Weapon
- Theme 5: Essential Online Habits
- Theme 6: Class Project(s)

Class projects are group activities that place students in the role of a digital and media actor. Depending on the year, these projects may involve, for example, making videos or writing a school newspaper.