

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 9 Curriculum 2017 - 18

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Scheme of Work and Assessment Year 9 2017-18 [Contents](#)

Subject: English Language	Year 9	Teacher: Peter O' Connor and Joe Watt
No. of lessons per week: 5	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	
Sept	1A Writing – some advanced skills Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; variation in sentence length; complex nouns; prepositional and adverbial phrases; narrative viewpoint; visual description; speaking/listening skills premised on discussion and effective sharing of ideas.	The focus in Unit 1A is quite specific in terms of specific writing skills – those of narrative viewpoint and showing, not telling. These skills are dependent on good sentence and punctuation skills, with sentences and punctuation varied and crafted to achieve desired effects. A	Visual: Reading of texts/ PowerPoint activities. Graphs. Auditory: Listening to the reading of texts by others. Read/ Write: Exercises from Cambridge Checkpoint and stages textbooks. Kinaesthetic: Building and presenting Power	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; variation in sentence length; complex nouns; prepositional and adverbial phrases; narrative viewpoint; visual description; speaking/listening skills premised on discussion and effective

		range of teaching and learning strategies for these skills are detailed throughout both the Stage 7 and 8 units, and should be revisited as appropriate. Unit 1A runs in tandem with Unit 1B: teachers may want to select and combine particular skills.	Points.	sharing of ideas.
October	1B Writing – some advanced skills Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; variation in sentence length; complex nouns; prepositional and adverbial phrases; variations of narrative dialogue/layout; speaking/listening skills premised on discussion and effective sharing of ideas.	The focus in Unit 1A is quite specific in terms of writing skills – those of narrative dialogue and narrative beat. These skills are dependent on good sentence and punctuation skills, where sentences are varied and crafted to achieve desired effects. Teaching and learning strategies for these are detailed throughout the Stage 7 and 8 Units, and should be revisited as appropriate. Unit 1A runs in tandem with Unit 1B: teachers may want to select and combine particular skills.	Visual: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. Auditory: Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. Read/ Write: Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; dialogue layout and variation; speaking/ listening skills premised on discussion and effective sharing of ideas.
Nov	IC Other opinions, other views Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence	Students are taken through how different readerships will impact on presentation,	Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions.	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence

	types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; variation of presentational/linguistic/rhetorical features of non-fiction texts according to purpose and audience; different viewpoints and registers of non-fiction texts; comparison and analysis of non-fiction texts; formal letter; review; different responses to fiction; speaking/ listening skills premised on student work on joint projects, involving planning, organisation and presentation.	language and content of a non-fiction text. They are then asked to explore and investigate different reading preferences and styles. The non-fiction formats of the letter and review are covered.	<p>Auditory: Listening to the questions of tasks and games online.</p> <p>Read/ Write: creative writing tasks. Worksheets and self assessment target setting.</p> <p>Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.</p>	types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; variation of presentational/linguistic/rhetorical features of non-fiction texts according to purpose and audience; different viewpoints and registers of non-fiction texts; comparison and analysis of non-fiction texts; formal letter; review; different responses to fiction; speaking/listening skills premised on student work on joint projects, involving planning, organisation and presentation .
Dec	<p>2A People and places</p> <p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; summary; socio-cultural context; reading strategies; research strategies; note-taking techniques; key features of plot, character and setting; creative writing; speaking and listening – joint organisation, planning, presentation.</p>	Students are asked to consider the socio-cultural context of a text and to present their findings to the rest of the class. Some analytical exercises have also been suggested. Students are also given the opportunity to creatively explore feelings that arise from living in a particular culture – particularly as a young person.	<p>Visual: Newspaper articles, physical and online material.</p> <p>Auditory: Listening to the readings of non fiction and fiction texts. Responding to set questions that aren't written on the board or typed already for students.</p> <p>Read/ Write: Discursive writing. Responding to tasks of auditory setting. Creative writing tasks.</p> <p>Kinaesthetic: Group work, designing</p>	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses ;summary; socio cultural context; reading strategies; research strategies; note taking techniques; key features of plot, character and setting; creative writing; speaking and listening – joint organisation, planning, presentation.

			class-room.	
Jan Feb	<p>2B & 2C Travel Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; organisational, linguistic, literary features of travel brochures/web sites; comparisons of leaflet/website; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p>	<p>Students will revisit and investigate the presentational, linguistic and rhetorical features of travel leaflets and websites, making a comparison before writing their own version.</p>	<p>Visual: travel brochures and websites, articles, leaflets. Auditory: Listening to journalists. Responding to direct questioning of key journalistic features. Responding to set questions that aren't written on the board or typed already for students. Read/ Write: Informative writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	
		<p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; organisational, linguistic, literary features of travel brochures/web sites; comparisons of leaflet/web site; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p>		

March	<p>3A Poetry Poetic forms and devices; reading strategies for close reading and analysis, including DARTS; research; speaking and listening skills of discussion and collaboration</p>	<p>Teachers may want to focus on some of the poems suggested for the Stage 8 Poetry Unit. Some more challenging poems have been suggested, and in-depth analysis of one in particular. Some poetic forms are presented. Teachers may want to extend or narrow this focus, as seems appropriate to the ability of the class.</p>	<p>Visual: Reading original material/ poetry/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Responsive writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Poetic forms and devices; reading strategies for close reading and analysis, including DARTS (see Section 3: Teaching Approaches of the Teacher Guide); research; speaking and listening skills of discussion and collaboration</p>
April	<p>3B Argument Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of argumentative texts; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p>	<p>Students are taken through how to write an argumentative essay, step-by-step, through from the introduction, into how to develop paragraphs, and link points, to introducing counter-argument and make an effective conclusion.</p>	<p>Visual: Reading original material/ writing to argue/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Creative writing skills. Kinaesthetic: Group presentations. Role Play.</p>	<p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of argumentative texts; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p> <p>Cambridge Checkpoint end of KS3 exam - externally assessed</p>

May	<p>3C Revision Reading and Writing Skills</p> <p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of fiction and non fiction texts; presentational features of non fiction texts; analysis of text using detailed textual evidence; issues of text, audience and purpose; formality; character, setting, themes, viewpoint; narrative and dialogue.</p>	<p>Unit 3C- Revision of key reading and writing skills in preparation for the Checkpoint test. Assess students based on the results of a mock test using a past Checkpoint paper. This would enable them to ascertain what skills need to be taught to the whole class, and what individual targets need to be set and pursued.</p>	<p>Visual: analysis of TV news. Presenting ideas. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Creative writing skills- poetry literary techniques. Kinaesthetic: Group presentations. Role Play.</p>	<p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of fiction and non fiction texts; presentational features of non fiction texts; analysis of text using detailed textual evidence; issues of text, audience and purpose; formality; character, setting, themes, viewpoint; narrative and dialogue.</p>
June				June: Final end of year exams

October	<u>Chapter 3: Polygons</u>	<p>Calculate interior and exterior angles of polygons (regular and irregular).</p> <p>Tessellate regular polygons.</p> <p>Make geometric constructions.</p>	<p>Visual: Recognise different polygons.</p> <p>Auditory: Explanation of teacher.</p> <p>Read/Write: Exercise from chapter 3.</p> <p>Kinaesthetic: Use geometrical instruments.</p>	<p>Exercises in class and homework.</p> <p>Worksheet.</p>
November	<u>Chapter 4: Using data</u>	<p>Interpret correlation from two scatter graphs and time-series graphs.</p> <p>Construct and interpret two-way tables.</p> <p>Compare two sets of data from statistical diagrams.</p> <p>Plan a statistical investigation.</p>	<p>Visual: Recognise pattern in scatter graphs.</p> <p>Auditory: Explanation of how to use statistics data</p> <p>Read/Write: Exercise from chapter 4.</p> <p>Kinaesthetic: Drawing tables.</p>	<p>Exercises in class and homework.</p> <p>Project.</p>
December	<u>Chapter 5: Graphs</u>	<p>Interpret and draw step graphs and time graphs.</p> <p>Interpret and draw exponential growth graphs.</p>	<p>Visual: Using graphs.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 5.</p> <p>Kinaesthetic: Use the ruler to draw graphs.</p>	<p>Exercises in class and homework.</p> <p>Final term exam (all topic met so far)</p>

January	<u>Chapter 6: Pythagoras Theorem</u>	<p>Use Pythagoras theorem to calculate the lengths of sides in right-angled triangles.</p> <p>Use Pythagoras theorem to solve problems.</p>	<p>Visual: Recognise the different sides of a right-angled triangle.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 6.</p> <p>Kinaesthetic: Use the ruler to draw triangles.</p>	<p>Exercises in class and homework.</p> <p>Worksheet.</p>
January/ February	<u>Chapter 7: Fractions.</u>	<p>Add, subtract, multiply and divide fractions and mixed numbers.</p>	<p>Visual: Representation of fractions.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 7.</p>	<p>Exercises in class and homework.</p> <p>Exam.</p>
February	<u>Chapter 8: Algebra</u>	<p>Expand bracket when powers are involved.</p> <p>Factorise an expression when powers are involved.</p> <p>Expand the product of two brackets.</p>	<p>Visual: Myimaths problems using algebra with shapes.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 8.</p> <p>Kinaesthetic: Use calculators</p>	<p>Exercises in class and homework.</p> <p>Exam.</p>
March	<u>Chapter 9: Decimal numbers.</u>	<p>Work with powers of 10.</p> <p>Use rounded numbers to estimate the results of calculations.</p> <p>Use the calculator efficiently.</p>	<p>Visual: Myimaths problems.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 9.</p> <p>Kinaesthetic: Use calculator</p>	<p>Exercises in class and homework.</p> <p>Exam.</p>

April	<u>Chapter 10: Prisms and cylinders.</u>	Convert from one metric unit to another for area and volume. Calculate surface area and volume of a prism and a cylinder.	Visual: Recognising prism and cylinder. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 10. Kinaesthetic: Use calculators.	Exercises in class and homework. Worksheet.
	<u>Revision</u>	Revision for checkpoint exams.		
May	<u>Chapter 11: Solving equations graphically</u>	Solve linear and quadratic equations graphically. Draw a quadratic graph. Solve simultaneous equations graphically.	Visual: Recognising different kind of graphs. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 11. Kinaesthetic: Use calculators and rulers.	Exercises in class and homework. Exam.
May/June	<u>Chapter 12: Compound units</u>	Solve problems involving speed and compound units. Calculate and use density. Calculate unit prices and use them to find value for money.	Visual: Recognising different kind of graphs. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 12. Kinaesthetic: Use calculators.	Exercises in class and homework. Exam.
June	<u>Revision and GCSE preparation.</u>	Practice and revision for GCSE.		

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Subject: Science	Year 9	Teacher: Ms Branquinho
No. of lessons per week: 4	Date: September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Photosynthesis and Plant Growth	Photosynthesis - word equation, definition The importance of light, carbon dioxide and chlorophyll for photosynthesis The importance of water and mineral salts for plant growth	Discuss how to investigate the effect of light on growing plants. A Measure rates of photosynthesis K/V Summarise the requirements for plant growth in the form of a diagram of a plant V	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Oct	The Periodic Table and Preparing Salts	The first 20 elements of the periodic table The structure of an atom Trends in groups and periods Prepare some common salts by the reactions of metals and metal carbonates	Diagrams to show the electron shells and relate these to position of elements in the Periodic Table V Prepare crystals of chloride or sulfate crystals from metals and acids. K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Electrostatics and Electric Currents	The concept of charge Parallel circuits and series circuits How common types of components, including cells (batteries), affect current	Measure current using ammeters and voltage using voltmeters, including digital meters. K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Dec	Sexual Reproduction in Flowering Plants	Parts of a flower Pollination, fertilisation, seed formation and dispersal	Model and diagram of a flower V Examples of wind and insect pollinated flowers V Examine a wide range of fruits and discuss methods of dispersal V/K/A Identify the parts of a seed and test for starch K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

Jan	Reactivity and Rates of Reaction	The reactivity of metals with oxygen, water and dilute acids Effects of concentration, particle size temperature and catalysts on the rate of a reaction The reactivity series	Show how rate of reaction depends on the presence of a catalyst K/V Show how rate of reaction depends on particle size K/V Explain why the historical order of the discovery of metals is related to the reactivity series A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Febr	Movements, Pressure and Density	Forces The principle of moments Densities of solids, liquids and gases Pressure Pressures in gases and liquids	Determine the density of a regular solid K/V Find the density of water, salt water and other non-hazardous liquids K/V Discuss appropriate examples of experience of pressure such as walking on snow, mud, dry sand A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar	Ecology	Keys to identify plants and animals Food chains, food webs and energy flow Adaptations to habitats Inherited traits The work of Darwin	Identify plants and animals in the local environment V/K Identify food chains within an example of a food web V Discuss inherited characteristics A Research selective breeding using secondary sources R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
April	Revision for the Checkpoint exam			
May - June	Chemicals and Thermal Energy The Energy Crisis and Human Influences	Endothermic processes and exothermic reactions Cooling by evaporation Thermal(heat) energy transfer processes of conduction, convection and radiation Factors affecting the size of populations Effects of human influences on the environment Fossil fuels and renewable energy resources	Discuss exothermic and endothermic reactions A Investigate the process of burning K Discuss and list the problems of using all kinds of energy sources. A Present findings to the whole class as a poster, PowerPoint presentation or a hand-out. V/R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

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Subject: Computing	Year 9	Teacher: Jacob De Backer
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Hodder Dynamic Learning - Compute IT Book 2 and 3			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Hodder interactive tests will be given at the end of some units. All pupils will keep an e-exercise book throughout the year. This will be created using Google Docs. It will incorporate use of various types of software linked via the main book. It will be accessible at all points by MI in order for collaborative work and ongoing assessment to be carried out.
Sept 1 wk	Introduction / E Safety / Copyright issues	Logging in to different systems. Knowing what each system is used for. Learning to be safe with computers – both own physical safety as well as online. Knowing that breaching copyright is theft.	Discussion Role Play Reading Writing Listening	Can we log onto school, Google, Engage and Hodder systems ? Revision of awareness about our responsibilities regarding copyright and plagiarism, responsibilities to ourselves and each other regarding e-safety ? Have we signed and discussed the AIS acceptable use policy with our parents ?
Sept-Oct 5 weeks	Programming using selection statements and Boolean expressions	Algorithms Programming and development	Using data presented in a variety of formats to program using Boolean logic. Discuss and design ideas in groups and without access to a computer. Logical thinking to design code to enable robots to navigate complex mazes. Create flowcharts.	This unit builds on previous work and provides students with the basis for using Boolean statements and expressions. Students are challenged to program a robot that appears to be intelligent – a robot that can successfully navigate around a maze all by itself.
Oct-Nov 3 weeks	Connecting to the internet	Communication and networks	Reading research Thinking about abstract concepts	This Unit is all about connecting to the Internet. The student challenge is to split a message into data packets similar to the TCP/IP protocol.

Nov-Dec 5 weeks	Sorted !	Algorithms Programming and development	Logical reasoning comparing different algorithms that solve the same problem. Explaining Editing	This unit introduces students to the idea of sorting. They will examine how computers and humans cope with sorting, and experiment with running sorting algorithms on different sets of data. Students are challenged to write a program for a high-score table for a computer game.
Jan- Feb 5 weeks	How to make a computer appear smart	Programming and development Hardware and processing Information technology	Discussion about the concept of thinking. What is intelligence ? Design, write and debug code. Move from graphical to text based programming.	The theme of this unit is an understanding of what intelligence is, involving the Turing Test – the test of a machine’s ability to exhibit intelligent behaviour equivalent to that of a human. The student challenge is to make a computer appear intelligent by holding a conversation with a human.
Mar 4 weeks	Recursive Patterns	Algorithms Information technology Programming and development	Identifying patterns. Model real-world behaviours. Design and write creative recursive patterns. Explain how code works.	This Unit tackles the difficult topic of recursion, using songs and stories. Students become pattern detectives and investigate some of the ways in which patterns can be created in mathematics, art and music using computers. They will use their new-found knowledge to write a program that enables a computer to output a recursive pattern.
Apr-May 5 weeks	Cracking the code: binary characters, cyphers and encryption	Algorithms Information Technology Programming and development Data and data representation	Using binary in different systems. Creating spreadsheets to convert binary. Understanding how encryption and privacy work. Developing cyphers.	This unit aims to provide students with an understanding of cyphers, encryption and decryption, and the different methods used to encrypt throughout history. The challenge is to invent a cypher or secret code that only one other person understands – the student is a secret agent who needs to send an encrypted classified message, via email, to a fellow-spy in another country.
May 3 weeks	Representing sounds	Data and data representation Information technology	Compress files. Evaluate differences between different file formats.	This unit explores the way that computers store and execute binary information, including sound. The student challenge is to advise a local record label which wants to open its own independent music store and allow users to stream music live to their mobile digital devices over 3G. They need a compression strategy that will allow them to keep the file size down without compromising on sound quality
June 3 weeks	Simple database tables	Programming and development Data and data representation Information Technology		This unit is designed to provide students with an understanding of what is involved in building a database. Nobody knows the subject of Variation XIII of Edward Elgar’s Enigma Variations, although there are clues. The student challenge is to discover who this piece of music is about by following the clues and constructing and interrogating a database.

		<p>Sharing the planet Interdependence the human and the physical world</p> <p>Relating to people Managing information</p> <p>Visual learning reading pictures</p> <p>Organizational skills Managing self - Vocabulary development</p>	<p>Jigsaw approach within a group putting it all together</p> <p>Explaining using models</p> <p>ICT simulations</p> <p>Mind games role plays</p>	
Fourth half term	Living and working	<p>Managing emotions behaviour and relationships</p> <p>Language development</p> <p>Relating to people and understanding others</p> <p>Managing information</p> <p>Managing own life</p> <p>Change and continuity</p> <p>Time and place</p>	<p>Career planning Individual work</p> <p>managing time</p>	<p>Individual life plan</p> <p>Career and sector study report</p>
Fifth half term	Individual project	<p>Developing skills and techniques for an individual enquiry</p> <p>Review of the 5 competencies</p> <p>Developing planning and sustaining own piece of work</p>	<p>Problem solving activities</p> <p>Thinking hats</p> <p>Mind mapping</p> <p>Learning to learn revision skills</p> <p>Target setting and review</p>	<p>Individual research Project</p> <p>Essay</p> <p>Presentation</p> <p>End of year test on Opening Minds competencies</p>

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Subject: Art	Year 9	Teacher: Teresa Alvarez
No. of lessons per week: 2	Date: September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	<p>CUBISM OBSERVATIONAL DRAWING</p> <p>Refreshing prior learning. Enhanced ability through greater experience in drawing. Enhanced understanding and appreciation through familiarity</p>	<p>- Tone, mark making, observation, line etc. Develop and build on previous observational skills learned. Understand and practise the methods and processes used in Cubism. Ability to apply a range of materials to the act of observational drawing. Enhanced ability through greater experience in drawing with a variety of mediums: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media. Enhanced understanding and appreciation through familiarity: students being shown examples of drawings by various artists and examples from books etc., on technique.</p> <p>- Students shown images of observational still life drawings and these are discussed. The discipline of drawing from observation is discussed with 'tips' given. Students have demonstrated for them aspects of observational drawing. Students complete careful observational line and tonal drawings of still life 'set ups'. The timing of drawings is used.</p> <p>- Students complete small copies of observational drawings by a number of artists detailing in writing the drawing techniques found.</p> <p>- Making processes and achievement so far is discussed at the start (and end) of each lesson. Lessons continue with</p>	<p>Visual: Suggested artists: Picasso, Cezanne, Braque</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Technique, form, shape, line, tone, modelling, light, hatching/cross-hatching, drawing, sketching, illumination, draughtsman, shading, pencil, medium, discipline.</p> <p>Kinaesthetic: Students are required to complete a variety of several timed drawings of still life 'set ups' in a variety of materials/mediums. Students complete small copies of observational drawings by a number of artists detailing in</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

		<p>greater freedom of choice of materials. The concept of drawing is broadened out. The timing of drawings is used. In particular, colour is introduced with oil pastels and pencil crayons. Use of the following as mediums for drawing: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media.</p> <p>- Continuing with observational still life studies.</p> <p>Evaluation. Extension: (expand variety).</p>	<p>writing the drawing techniques found. Various other tasks listed below.</p>	
<u>Nov-Dec</u>	<p>SURREALISM</p> <p>Learn about Surrealism and what are popular Surrealism Motifs. Improve drawing and painting skills. Use photo software to create concepts.</p>	<p>- Introduction to Surrealism</p> <p>- Metamorphosis Hand</p> <p>- Metaphors</p> <p>- Surreal Insects</p> <p>- Surreal Room</p> <p>- Surreal Machines</p> <p>- Miró style painting</p> <p>- Surrealism information poster</p>	<p>Visual: Suggested artists: Magritte, Dalí, Miró.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Metaphor Viewfinder Anamorphic</p> <p>Kinaesthetic: Sketches paintings collages, computer aided art photo manipulation.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
<u>Jan-Feb-March</u>	<p>HENRY MOORE</p> <p>Make pupils aware of the term war artist. Introduce wax resist an sgraffito techniques. ICT (if</p>	<p>- Make studies from models/each other in several reclining poses. Look at negative a positive space. Develop drawings using wax resist technique.</p> <p>- Simplify drawings into semi abstract shapes and make out of clay. Make simple figure from clay. Make a simple outline drawing of one of the sculptures and introduce sgraffito technique. Sculptures to be photographed and</p>	<p>Visual: Suggested artists: Henry Moore, Barbara Hepworth.</p> <p>Auditory: material and documentary films.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and</p>

	<p>available.)</p> <p>Knowledge and understanding- Henry Moore. Make simplified drawings of figures and convert into semi-abstract sculptures.</p>	<p>dropped into real life or surreal backgrounds with the aid of photo imaging software.</p> <p>- Paint Sculptures photograph and drop into backgrounds found on the internet using Photo manipulation software.</p> <p>- Evaluation.</p>	<p>Read/Write: key vocabulary: Wax relief, Terracotta, Casting Iron foundry.</p> <p>Kinaesthetic: Make wax relief drawing of figures. Explore Sgraffito. Make a 3D sculpture out of clay and paint in a bronze effect.</p>	<p>research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
<u>April-May-June</u>	<p>KANDINSKY</p> <p>Learn how to use music to inspire abstract art.</p>	<p>- Introduce the artist Using images and background history talk about Kandinsky and how his work was created. Make a title page in the style of a Kandinsky painting using shapes and marks to decorate the page. Include historical information.</p> <p>- Music Symbols Create symbols key (labelled) based on sounds listened to during lesson (from CD). Look at graphics created when music is played on windows media player. Try to create a pattern (abstract design) using some of the shapes. Use overlapping and repartition.</p> <p>. Drawing techniques Render the composition using cross hatching and layering rather than just flat colours, to create textures and tones. Use a variety of pressures on the pencil to create strong color intensity. Composition must have a background and foreground.</p> <p>- Relief image Select a simple but interesting area of the composition and turn it into a relief picture using hot glue, string and mod-roc if available. Carefully add color.</p>	<p>Visual: Suggested artists: Kandinsky and Klee</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Mask, paint, tissue, features, form, person, character, color, overlapping, layered, built up, solid, decoration.</p> <p>Kinaesthetic: Colored pencil layered drawing using abstract symbols.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

		<p>Gramática: el sintagma nominal, adjetival y adverbial, el sintagma verbal I y el sintagma verbal II.</p> <p>Ortografía: palabras homófonas con o sin h, la letra b y con v y las palabras homófonas con b y con v.</p>		<p>trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p>Otros trabajos de clase:</p> <p>Cuando se mande otro tipo de trabajo, proyecto, etc., el alumno será informado de cómo se evaluará y puntuará ese trabajo para que esté informado en todo momento.</p>
<p>3° Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 9. La laguna de Vacaras.</p> <p>Tema 10. Todo corazón.</p> <p>Tema 11. Soñando caminos.</p> <p>Tema 12. Deme la réplica.</p>	<p>Lectura: "Tom, pequeño Tom, hombrecito Tom", "Cuento de las dos vasijas", "Rima IV" y "Comedias"</p> <p>Literatura: el género narrativo, el género didáctico, el género poético y el género teatral y el cine.</p> <p>Gramática: el sintagma verbal III, las clases de oraciones I, las clases de oraciones II y el análisis sintáctico.</p> <p>Ortografía: el dígrafo ll y la letra y, los parónimos con ll y con y, la raya, los paréntesis y los corchetes y el guion y las comillas.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Cuadernos de clase.</p> <p>Todos los alumnos tendrán los criterios de corrección de las libretas en sus cuadernos. Se puntuarán con 5, 3 y 1 punto los siguientes criterios:</p> <ul style="list-style-type: none"> - en cuanto a la presentación: poner la fecha, el número de página y el número de los ejercicios. Poner títulos y epígrafes y mantener la libreta limpia, clara y con buena letra. - en cuanto al trabajo: hacer todos los ejercicios, hacerlos de manera completa, corregir adecuadamente, responder con exactitud y razonadamente y hacer el esquema final del tema. - se valorará con una puntuación extra de tres puntos, el tomar apuntes de clase. <p>Cuando se pidan los cuadernos para corregir, si un alumno no lo entrega ese día podrá entregarlo al siguiente día de clase, pero se le quitará un positivo por no haberlo entregado en la fecha establecida.</p> <p>Si el alumno vuelve a no entregar el cuaderno la segunda vez, no se le corregirá y no tendrá la nota correspondiente.</p> <p>Positivos:</p> <p>Deberes: aquellos alumnos que tengan hechos los deberes tendrán un positivo, aquellos que los tengan incompletos, tendrán un negativo y aquellos que no los hayan hecho tendrán un negativo y se le quitará un positivo de los que tengan.</p> <p>Traer todo el material de clase: los alumnos tienen que traer el material completo a clase, si no se trae el libro o la libreta se tendrá un negativo, si no se traen ninguno de los dos, se pondrá un negativo y se quitará un positivo de los que se tenga.</p> <p>Igualmente si el alumno viene a clase sin bolígrafo para trabajar o corregir, se le pondrá un negativo.</p> <p>Ejercicios de redacción o trabajos de clase: aparte de la nota numérica que tenga el trabajo, también tendrán positivos o negativos por los criterios arriba establecidos</p>

				<p>(adecuación a lo que se pide, buena presentación, bien redactada, etc.)</p> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p>Si durante el curso, en las clases, surgiera algún otro elemento que pudiera ser valorado con positivos o negativos, como, por ejemplo; un debate en clase, se informará adecuadamente al alumno sobre los criterios de evaluación de esa actividad.</p> <p>**Ortografía.</p> <p>En los trabajos escritos (trabajos de clase y proyectos) y en los dictados, la nota numérica se obtendrá restando a la nota máxima (10 puntos) la siguiente puntuación:</p> <p>1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas.</p> <p>3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta.</p> <p>Los acentos se consideran faltas de ortografía. Los puntos y las comas no serán consideradas como faltas de ortografía excepto la coma en las enumeraciones. El uso de comillas, guiones, abreviaturas, dos puntos, etc., sí serán faltas de ortografía.</p> <p>Calificaciones:</p> <p>Los trabajos de clase y los exámenes se calificarán con nota numérica hasta dos decimales. Para la nota final se hará redondeo a partir de 0'75 (8'75 = 9)</p> <p>Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.</p>
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Scheme of Work and Assessment Year 9 2017-18 [Contents](#)

Subject: Sociales	Year 9	Teacher: M. Galiana
No. of lessons per week: 3	Date: September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	
Septiembre	1 La Edad Media	El Imperio Bizantino La sociedad y cultura bizantinas El islam en la Edad Media La sociedad y cultura islámicas	Interpretación, realización y comparación de líneas del tiempo. Analizar mapas históricos. Análisis de dibujos y fotografías Read/Write: Activities from Unit1	For each unit a test with questions of different types, marked by teacher. All activities in books, for class work and homework is self-marked, peer marked and checked by teacher to check layout and content and give a grade for attainment and effort. Oral participation and class contributions Individual and group projects.
Octubre	2 El nacimiento de Europa	Los reinos germánicos El imperio carolingio El feudalismo Unos reyes débiles La nobleza El feudo El poder de la Iglesia Los campesinos	Interpretación, realización de líneas del tiempo. Analizar mapas históricos. Análisis de dibujos y fotografías Read/Write: Activities from Unit2	

Noviembre	3 La época del Románico 5 La época del Gótico	Una cultura religiosa La arquitectura románica La escultura románica La pintura románica Un cultura urbana La arquitectura gótica La escultura gótica La pintura gótica	Proyecto en grupo con comentarios de obras de arte de los periodos estudiados Realización de un poster con las características de ambos estilos Analizar la planta de un edificio Read/Write: Activities from Unit3-5	
Noviembre -Diciembre	4. La consolidación de los reinos europeos	La prosperidad económica del siglo XIII El renacer de las ciudades La ciudad medieval El auge de la artesanía El reforzamiento de la monarquía La crisis del siglo XIV	Realización de un póster sobre la ciudad medieval Documental sobre la peste negra Read/Write: Activities from Unit4	
Enero	6. Al Ándalus	La historia de Al Ándalus Una economía próspera Sociedad desigual Mundo urbano Legado cultural Arquitectura	Análisis de dibujos y fotografías Trabajo de investigación sobre La Alhambra Read/Write: Activities from Unit6	
Febrero	7. Los reinos hispánicos cristianos	Los núcleos de resistencia cristiana Los reinos y condados occidentales Los núcleos pirenaicos El avance cristiano La repoblación La organización de los reinos La convivencia de las tres culturas La Corona de Castilla La Corona de Aragón Legado cultural de la Edad Media	Análisis de mapas mapas históricos Read/Write: Activities from Unit7	
Marzo	8. El origen del mundo moderno	El mundo del siglo XV Causas de los descubrimientos	Documental mayas, incas y aztecas Productos americanos	

		<p>Exploraciones portuguesas y castellanas</p> <p>El reparto del mundo</p> <p>Los cambios económicos y sociales</p> <p>El Estado Moderno</p> <p>Los Reyes Católicos</p>	<p>Andalucía en América</p> <p>Visita a la Alhambra</p> <p>Los Reyes Católicos en Granada</p> <p>Read/Write: Activities from Unit8</p>	
Abril	9. Renacimiento y Reforma	<p>Humanismo</p> <p>Un nuevo estilo artístico</p> <p>Arquitectura</p> <p>Pintura</p> <p>Escultura</p>	<p>Análisis obras artísticas</p> <p>Role play reforma religiosa</p> <p>Read/Write: Activities from Unit9</p>	
Mayo	10. El apogeo del imperio español	<p>El imperio de Carlos V</p> <p>Felipe II</p> <p>Organización del imperio</p> <p>La conquista de América</p> <p>El imperio americano</p>	<p>Textos sobre la conquista</p> <p>Análisis de mapas históricos</p> <p>Read/Write: Activities from Unit10</p>	
Junio	11. La crisis del imperio español	<p>El final de la hegemonía europea</p> <p>La población</p> <p>Economía</p> <p>Sociedad</p> <p>La hegemonía francesa</p> <p>Las potencias parlamentarias</p>	<p>Póster con los aspectos más destacados de la época</p> <p>Read/Write: Activities from Unit11</p>	

Scheme of Work and Assessment Year 9 2017-18 [Contents](#)

Subject: Spanish 2nd Language Intermediate	Year 9 Intermediate	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 6	Date: September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	De Compras	<p>De Compras</p> <p>0-Repaso : -Revising shopping transitions</p> <p>1-En los grandes almacenes: -Shopping in a department store</p> <p>2-¿Qué opinas tú?: -Expressing opinions and preferences about shopping..</p> <p>3-En el mercado: Buying food in the market.</p> <p>4-¡Grandes rebajas! -Buying clothes and making comparisons.</p> <p>5- Hay un problema: -Complaining about problems with purchases..</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>

Autumn term 2	De Juerga	<p>De Juerga</p> <p>0-Repaso : -Revising arranging to go out</p> <p>1-La cartelera: -Reading about what's on and buying tickets.</p> <p>2-Una cita: -Making a date</p> <p>3-La prensa: -Reading and discussing newspapers, magazines and comics.</p> <p>4-¿Cómo fue?: -Saying what you thought of a film or event.</p>	<p>Visual: PPP, pictures, videos, leaflets, magazines, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>
Spring term 1	Yo	<p>Yo</p> <p>0-Repaso : -Revision of personal descriptions.</p> <p>1-¿Cómo eres?: -Describing personality.</p> <p>2-Problemas: -Describing problems at home and at school.</p> <p>3-La dependencia: -Discussing the dangers of drug dependency.</p> <p>4-La calidad de vida: -Talking about environmental issues..</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>

Spring term 2	El Futuro	<p>El Futuro</p> <p>0-Repaso : -Revision of school subjects and jobs..</p> <p>1-¿Seguir estudiando o no?: -Discussing the options for further study.</p> <p>2-¿Qué carrera?: -Talking about career choices.</p> <p>3-Buscando un empleo: -Making a job application..</p> <p>4-En el futuro: -Thinking about the future</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Summer term 1	¿Qué te ha pasado?	<p>¿Qué te ha pasado?</p> <p>0-Repaso: -Describing symptoms. -Asking for advice.</p> <p>1-Me siento mal: -Saying why you feel ill. -Saying how you have hurt yourself.</p> <p>2-Reservas y llegadas: -Booking hotel accommodation. -Arriving at campsite.</p> <p>3-En la recepción:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations.</p>

		<ul style="list-style-type: none"> -Checking into a hotel or campsite. 4-He perdido... -Describing lost property. 5-Quejas: -Making complains in a hotel. 		<ul style="list-style-type: none"> Peer evaluation. Teacher discussions. Dispositions and attitudes. End of unit tests.
Summer term 2	En Casa Y En El Trabajo	<p>En Casa Y En El Trabajo</p> <p>Repaso:</p> <ul style="list-style-type: none"> -Describing food, meals and mealtimes. -Revising numbers and time. <p>1-Ayudando en casa:</p> <ul style="list-style-type: none"> -Saying what household chores you do, why and how often. <p>2-Un trabajo a tiempo parcial:</p> <ul style="list-style-type: none"> -Describing part-time jobs. -Saying how you spend your time. 	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i></p> <p>Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p> <p>Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Dispositions and attitudes..</p> <p>End of unit tests</p>

Scheme of Work and Assessment Year 9 2017-18

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Subject: Spanish 2nd Language Beginner	Year 9 Elementary	Teacher: M ^a Ángeles Álvarez - Carmen F. Jiménez
No. of lessons per week: 5	Date: September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Nos Presentamos	<p>1-Son muy famosos: Talking about yourself and other people. Making comparisons.</p> <p>2-Juego bien al fútbol: Saying how you do something. Talking about your routine.</p> <p>3-Mucho gusto: Making introductions.</p> <p>4-Estás en tu casa: Asking for what you need. Saying what you need.</p> <p>5- Unos regalos: Buying gifts. Describing someone's personality.</p> <p>6-Muchas gracias por el regalo: Writing a thank you letter.</p> <p>-Culture: -Finding out facts about Andalusia and the place we live. -Designing a leaflet about our area.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p> <p>Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>
Autumn term 2		<p>1-¿Qué Comes?: Saying what you have to eat. Talking about mealtimes in Spain and the UK.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p>

	<p>La Comida</p>	<p>2-¿Qué te gusta comer?: Saying what type of food you like and why.</p> <p>3- De compras: Buying fruits and vegetables. Finding out how much things cost.</p> <p>4-Cien gramos de jamón y una barra de pan: Buying food and drinks in a shop. Numbers 31-100.</p> <p>5-¡Qué Aproveche! Saying that you are hungry and thirsty. Ordering for a menu.</p> <p>6-La comida sana: Talking about healthy eating.</p> <p>-Culture: -Finding out information about tapas and typical food in Spain. -Writing favourite recipes .</p>	<p>Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Spring term 1	<p>De Compras</p>	<p>1-¿Qué ropa llevan?: Talking about clothes. Comparing prices.</p> <p>2-Me gusta aquella camiseta roja: Talking about what clothes you like and what suits you.</p> <p>3-¿Me lo puedo probar?: Shopping for clothes.</p> <p>4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes. Asking about clothes. Saying what you are wearing.</p> <p>5-¿Llevas uniforme?: Talking about your school uniform.</p> <p>6-En la calle principal: Talking about types of shops.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation.. Dispositions and attitudes. End of unit tests.</p>

		<p>Saying where you can buy things.</p> <p>-Culture: -Shops around. -Main differences between going on shopping in Spain and the UK.</p>		
Spring term 2	El Turismo	<p>1-¿Qué hay de interés?: Asking what there is to see in a place. Asking what you can do there.</p> <p>2-Tus vacaciones: Talking about where you go and what you do on holiday.</p> <p>3-¿Dónde fuiste?: Saying where you went, what for and who with.</p> <p>4-¿A dónde fueron?: Talking about where other people went.</p> <p>5-¿Lo pasaste bien?: Saying what you did on holidays.</p> <p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p> <p>Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Summer term 1	¡Diviértete!	<p>1-¿Quieres ir al cine?: Making arrangements to go out.</p> <p>2-¿Qué tipo de películas te gustan?: Saying what sort of films you like.</p> <p>3.Dos entradas, por favor: Buying cinema tickets.</p> <p>4-¡Es genial! Describing an event in the present.</p> <p>5-¿Qué hiciste el sábado?: Describing an event in the past.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations.</p>

		<p>6-El estadio estaba lleno: Describing what things were like.</p> <p>-Culture: -Designing a leaflet about free time activities around the local area.</p>		<p>Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
<p>Summer term 2</p>	<p>La Salud</p>	<p>1-¿Qué te duele?: Saying what is wrong. 2-Me siento mal: Saying you are not feeling well. 3-En la farmacia: At the chemist. 4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do. 5-Hay que comer fruta todos los días: Talking about a healthy lifestyle.</p> <p>-Culture: -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>

		introduction to perfect tense: <i>voir</i> verbs, <i>je</i> and <i>tu</i> forms		
..December/January	..My Life	Talking about what you do in the morning Talking about clubs you go to Making arrangements to go out Talking about going to the cinema using <i>tu / vous</i> and verb endings immediate future: <i>je vais</i> + infinitive (revision)all parts of <i>pouvoir</i> (present tense) <i>on pourrait</i> + infinitive Saying when you get up and go to bed at the weekend	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: play writing and acted up to make arrangement to go out	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
February/March	..Family and friends	Describing your family Understand a longer text about details of a family Possessive adjectives Describing your friends The comparative Superlatives: <i>le plus ...</i> agreement of adjectives Your favourite things Direct Object pronouns Parts of the body Irregular plural Pain and ailment Understand adverts for toiletry products and descriptions of creatures imperative – <i>vous</i> form	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Family tree and description Kinaesthetic: bring in real life object with instant description, body display human size	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
Avril/May	Let's eat	Breakfast and lunch Using some in French Shopping for food	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening,

		<p>Understand what people are buying from a dialogue</p> <p>Expressing quantities</p> <p>Ordering food and drinks</p> <p>Describing a day in the past</p> <p>Understand a longer article using the present and perfect tenses</p>	<p>Kinaesthetic: miming, acting on transactional language</p>	<p>Reading, Writing and Speaking and grammar test</p>
June	A week in Paris	<p>Revising the verb aller and its use for the immediate future</p> <p>Means of transport</p> <p>Advantages and inconvenient</p> <p>The use of “y” in French</p> <p>Cultural awareness: getting to know Paris</p> <p>Using the metro</p> <p>Describing a stay in the past</p> <p>Revising regular and irregular verbs in past.</p>	<p>Visual: Real life footage of the French capital, Videos, Powerpoint presentation</p> <p>Auditory: : Listening exercises from the chapter, drilling from teacher</p> <p>Read/Write: Exercises from this chapter, writing a diary of your stay</p> <p>Kinaesthetic: Miming, drama a problem in the French metro</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

Scheme of Work and Assessment Year 9 2017-18 [Contents](#)

Subject: German	Year 9	Teacher: Konstanze Schubart
No. of lessons per week: 3	Date: September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept Oct	Echo 3: Chapter 1: Media	Thinking, talking and writing about use of media and personal habits of their use; Expressing likes and dislikes concerning different music-styles; Watching a German movie and writing a basic film critic; Talking and writing about life-style in the past comparing it to the present;	Reading, listening, speaking and writing exercises in the book; Listening to different styles of music in order to express likes and dislikes; Watching a German movie in order to write a film critic;	Mini-Test; Presentations of their personal use of media; Presentations about their likes of music styles; Exercise books; Written reports and film critic; Listening, Reading, Speaking and Writing Assessment Unit1
Nov - Jan	Echo 3: Chapter 2: School	Talking and writing about school expressing likes and dislikes (subjects, teachers, etc.) using comparative and superlative; Research and presentation of different school systems; Making up rules for a dream school using modal verbs;	Reading, listening, speaking and writing exercises in the book; Research about different school systems on the internet in groups and preparing presentations (power point); Posters presenting their dream school with school rules (in groups);	Mini-Test; Group-presentations about different school systems; Posters with school rules; Exercise books; Listening, Reading, Speaking and Writing Assessment Unit2

Feb - May	Echo 3: Chapter 3: The future	Thinking and writing about own future plans using the future tense; Finding out about one's own abilities and aptitudes for certain jobs and writing a CV and application letter; Understanding details of somebody's career in the past, present and future tenses;	Reading, listening, speaking and writing exercises in the book; Online-tests testing abilities and aptitudes for certain jobs; Producing an application folder with application letter and CV; Practising imaginary job interviews presenting themselves and their abilities;	Mini-Test; Personal Presentation Folder with results of internet research, CV and their application letter; Exercise books;
June	Project: Thinking and imagining how the future will be- Writing project	Using different tenses to write a longer imaginary text about the future	Reading and Writing; Revisions	End of Unit 3 Assessments; Writing project

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Subject: PE	Year 9	Teacher: Nick Lavin
No. of lessons per week: 2	Date: September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Fitness Testing/ OAA/ Rounders	Perform at maximum levels. Develop an understanding of different fitness concepts. How to test fitness. How to improve your different fitness types. Performing in teams, communication skills. Developing throwing and striking skills. Building on previously learned skills and technique development. Develop leadership skills and umpiring.	Visual: All PE subjects will provide visual learners with practical demos. Auditory: Opportunities to listen to feedback Read/Write: Opportunities to provide written analysis of their own and others performances. Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all activities across the year.	End of unit practical assessment. Peer evaluations
Oct Nov	Fitness test evaluations /Football / Netball	Developing skills in understanding how to evaluate training and fitness development. Performing in team play, invasion games developing passing skills, team work, positioning, support play. Building on previously learned technique and skill development. Develop leadership skills and ability to decide or change tactics.		End of unit practical assessment. Peer evaluations
Dec	Cross Country	Performing at maximal levels. Develop an understanding of competition, pacing, running on different terrains, tactics of a race. Running for further and improving performance from year 7. Perform a distance of at least 5 kms by managing own pace over distance.		Times recorded for set distances.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing.		End of unit practical assessment. Peer evaluations.

Feb	Dance/ Gymnastics	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills. Developing some choreography skills or planning skills. Be able to choreograph or plan sections of performance.		End of unit practical assessment. Peer evaluations.
Mar	Hockey/ Cricket	Development of hockey skills related to stick management and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay.		End of unit practical assessment. Peer evaluations.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing. Be able to lead and run events as well as perform them.		Recorded timings and distances. Peer evaluations of technical performances.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions. Be able to switch and rotate effectively.		End of unit practical assessment. Peer evaluations.
June	Tennis/Padel/Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics.		End of unit practical assessment. Peer evaluations. Ranked competition.

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Subject: Creative and Performance	Year 9	Teacher: Nick Lavin, Begoña, Marie Carmen Diaz, Carmen F. Jimenez, Jacob de Backer
No. of lessons per week: 2	Date:	September 2017 - June 2018

Time scale (approx)	Topics
Term 1	Students will choose an option for the first half term and then change at half term to a second choice. (see below)
	<p>Creative Science club: The students will get involved in a series of creative experiments that combine the arts as well as Science. From making slime to understanding the moon phases and learning about cells, everything in our club is about exploring the world in a fun way.</p>
	<p>Drama club: The purpose of this workshop is to develop basic communication skills and creative thinking through play and drama activities. This workshop will aim that students:</p> <ul style="list-style-type: none"> ● Develop basic communication skills through dramatic play. ● Boost disinhibition and taste for drama . ● Learn , through play , various theatrical and musical techniques. ● Develop social skills through cooperative games and theatrical activities. ● Represent theatrical compositions made in groups. ● Develop creativity through improvisation and expression. ● Boost psychomotor development through dance and theatre. ● Perform activities that contribute to the perceptive and expressive development. ● Develop memory through simple theatrical scripts.
	<p>'Film Club,' is an opportunity for students to shoot and edit a short Film. The course begins with close film analysis, where students explore and become familiar with camera angles and shots, editing and sound techniques and narrative and genre. Students will have their own role and responsibilities within a larger production group.</p>
Terms 2 and 3	All students will be involved in a performance or in the Sport leaders programme - to be decided