

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 9 Curriculum 2020-21

Contents

[English Language 9X and 9Y](#)

[Mathematics](#)

[Science](#)

[Computing](#)

[Global Minds](#)

[Spanish Lengua](#)

[Sociales](#)

[Spanish 2nd Language Intermediate](#)

[French](#)

[German](#)

[PE](#)

[Creative and Performance](#)

[Art](#)

[Spanish 2nd Language Elementary Music](#)

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: English Language	Year 9	Teacher: Mr Burrow
No. of lessons per week: 5	Date:	2020-21

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	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.	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;

		crafted to achieve desired effects. A 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.	Kinaesthetic: Building and presenting Power Points.	speaking/listening skills premised on discussion and effective 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	<p>IC Other opinions, other views 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 nonfiction 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.</p>	<p>Students are taken through how different readerships will impact on 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>	<p>Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and games online. Read/ Write: creative writing tasks. Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.</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; 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 .</p>
Dec	<p>2A People and places 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>	<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 -</p>	<p>Visual: Newspaper articles, physical and online material. 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. Read/ Write: Discursive</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,</p>

		particularly as a young person.	writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.	planning, presentation.
Jan Feb	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.	Students will revisit and investigate the presentational, linguistic and rhetorical features of travel leaflets and websites, making a comparison before writing their own version.	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.	
		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.		
March	3A Poetry Poetic forms and devices; reading strategies for close reading and analysis, including DARTS; research; speaking and listening skills of discussion and collaboration	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.	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.	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
April	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	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	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	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

	collaboration.	conclusion.	writing skills. Kinaesthetic: Group presentations. Role Play.	text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration. Cambridge Checkpoint end of KS3 exam - externally assessed
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>	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>Visual: analysis of TV news. Presenting ideas.</p> <p>Auditory: Listening to recordings and to members of the class. Responding to direct questioning.</p> <p>Read/ Write: Creative writing skills- poetry literary techniques.</p> <p>Kinaesthetic: Group presentations. Role Play.</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.
June				June: Final end of year exams

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: English Language	Year 9X	Teacher: Mark Burrow
No. of lessons per week: 5	Date:	2020-21

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 Novel analysis: reading Of Mice and Men exploring language and context	The focus is to read within the context of 1930s America learning and understanding terms such as Great Depression, migration, The American Dream, marginalisation. Pupils will explore the use of language within the novella and apply context to	Visual: Reading of texts/ PowerPoint activities. Graphs. Auditory: Listening to the reading of texts by others. Read/ Write: Exercises from past GCSE skills Kinaesthetic: Building and presenting Power	Vocabulary choices, structural features, terminology of American literature. Tasks will be both analytical and creative helping pupils to apply methods in producing their own pulp magazine.

		support this.	Points.	
October	<p>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.</p>	<p>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.</p>	<p>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.</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; prepositional and adverbial phrases; dialogue layout and variation; speaking/ listening skills premised on discussion and effective sharing of ideas.</p>
Nov	<p>IC Other opinions, other views 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 nonfiction texts according to</p>	<p>Students are taken through how different readerships will impact on presentation, language and content of a non-fiction text. They are then asked to explore and investigate different reading</p>	<p>Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and games online. Read/ Write: creative writing tasks.</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; prepositional and adverbial phrases; variation of</p>

	<p>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.</p>	<p>preferences and styles. The non-fiction formats of the letter and review are covered.</p>	<p>Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.</p>	<p>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 .</p>
Dec	<p>2A People and places 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>	<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>	<p>Visual: Newspaper articles, physical and online material. 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. Read/ Write: Discursive 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 ;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>

<p>Jan</p> <p>Feb</p>	<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> <hr/> <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>	<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>March</p>	<p>3A Poetry</p>	<p>Teachers may want to</p>	<p>Visual: Reading original</p>	<p>Poetic forms and devices; reading</p>

	Poetic forms and devices; reading strategies for close reading and analysis, including DARTS; research; speaking and listening skills of discussion and collaboration	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.	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.	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
April	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.	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.	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.	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. Cambridge Checkpoint end of KS3 exam - externally assessed

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

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: English Language	Year 9	Teacher: Mr O'Connor
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
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		effects. A 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.	and presenting Power Points.	on discussion and effective 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	<p>IC Other opinions, other views 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 nonfiction 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.</p>	<p>Students are taken through how different readerships will impact on 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>	<p>Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and games online. Read/ Write: creative writing tasks. Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.</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; 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 .</p>
Dec	<p>2A People and places 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>	<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 -</p>	<p>Visual: Newspaper articles, physical and online material. 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. Read/ Write: Discursive</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,</p>

		particularly as a young person.	writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.	planning, presentation.
Jan Feb	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.	Students will revisit and investigate the presentational, linguistic and rhetorical features of travel leaflets and websites, making a comparison before writing their own version. 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	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.	

		leaflet/web site; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.		
March	3A Poetry Poetic forms and devices; reading strategies for close reading and analysis, including DARTS; research; speaking and listening skills of discussion and collaboration	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.	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.	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
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	collaboration.	conclusion.	writing skills. Kinaesthetic: Group presentations. Role Play.	text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration. Cambridge Checkpoint end of KS3 exam - externally assessed
May	3C Revision Reading and Writing Skills 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.	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.	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.	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.
June				June: Final end of year exams

September/ October	<u>Algebra basics:</u> <u>Pythagoras</u> <u>Scatter graphs</u>	<p>Factorise algebraic expressions.</p> <p>Find the length of the hypotenuse and a shorter side of a right angled triangle. Apply to worded problems.</p> <p>Plotting and interpreting scattergraphs - know the difference between correlation and relationship and make estimations based on the line of best fit.</p>	<p>textbook if required). Completing past papers</p> <p>Kinaesthetic: Card loop activities, inviting students to the board, opportunities to use students to demonstrate teaching points where applicable, games e.g Maths Bingo</p>	
October	<u>Angles in 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. Auditory: Explanation of teacher. Read/Write: Exercise from chapter 3. Kinaesthetic: Use geometrical instruments.</p>	
November	<u>Chapter 4: Using data</u>	<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. Auditory: Explanation of how to use statistics data Read/Write: Exercise from chapter 4. Kinaesthetic: Drawing tables.</p>	

December	<u>Chapter 5: Graphs</u>	Interpret and draw step graphs and time graphs. Interpret and draw exponential growth graphs.	Visual: Using graphs. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 5. Kinaesthetic: Use the ruler to draw graphs.	
January	<u>Chapter 6: Pythagoras Theorem</u>	Use Pythagoras theorem to calculate the lengths of sides in right-angled triangles. Use Pythagoras theorem to solve problems.	Visual: Recognise the different sides of a right-angled triangle. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 6. Kinaesthetic: Use the ruler to draw triangles.	
January/ February	<u>Chapter 7: Fractions.</u>	Add, subtract, multiply and divide fractions and mixed numbers.	Visual: Representation of fractions. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 7.	
February	<u>Chapter 8: Algebra</u>	Expand bracket when powers are involved. Factorise an expression when powers are involved. Expand the product of two brackets.	Visual: Myimaths problems using algebra with shapes. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 8. Kinaesthetic: Use calculators	

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>	
	<u>Revision</u>	Revision for checkpoint exams.		
April	<u>Chapter 10: Prisms and cylinders.</u>	<p>Convert from one metric unit to another for area and volume.</p> <p>Calculate surface area and volume of a prism and a cylinder.</p>	<p>Visual: Recognising prism and cylinder.</p> <p>Auditory: Examples explained using the whiteboard</p> <p>Read/Write: Exercise from chapter 10.</p> <p>Kinaesthetic: Use calculators.</p>	
	<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 kinds of graphs. Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 11. Kinaesthetic: Use calculators and rulers.	
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: Matching different kinds of graphs to their descriptions Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 12. Kinaesthetic: Use calculators.	
June	<u>Chapter 13: Right angled triangles</u>	Learn what trigonometric ratios are and recognise them in right angled triangles Use Trigonometry to find angles from 2 sides Find an unknown length where all angles and 1 length is known	Visual: Looking at triangles and identifying their sides Auditory: Listening to each other's descriptions and giving positive feedback Read/ Write: Exercise from chapter 13 Kinaesthetic: Make large triangle in the room and students to take sides or angles	

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Science	Year 9	Teacher: Shereeze Gaskin C Thomas
No. of lessons per week: 4	Date:	2020-21

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	History of the atom The structure of an atom The first 20 elements of the periodic table Trends in groups 1, 7 and 0 Energy Changes	Famous scientists' contribution to atomic structure V, A, R and W Diagrams to show the electron shells and relate these to position of elements in the Periodic Table V Investigate reactivity of Group 1, 7 and 0 K Investigate exothermic and endothermic reactions K, V	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	Parts of a flower	Model and diagram of a flower V Examples of wind and insect pollinated flowers V	Weekly homeworks on each topic Observation of practical skills

	in Flowering Plants	Pollination, fertilisation, seed formation and dispersal	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	Contribution to class and group activities End of unit test
Jan	Metal Reactivity	The reactivity of metals with oxygen, water and dilute acids The reactivity series Displacement reactions Salts	Explain why the historical order of the discovery of metals is related to the reactivity series A,K,V A Investigate displacement reactions K,V Naming salts Preparing salts by neutralisation reactions K,V	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	Rates Thermal Energy The Energy Crisis and Human Influences	Rates of reaction 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	Investigate effect of concentration, surface area, temperature and catalyst on the rate of a chemical reaction V/R/W/K Investigate different methods for heat transfer . 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

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Computer Science	Year 9	Teacher: P Reichenbach
No. of lessons per week: 2	Date:	2020-21

Week	Topic	Activities	Assessment
1-6	<p><i>1. The nature of technology - inside the CPU</i></p> <p>1.1 Central processing unit 1.2 The fetch-execute cycle 1.3 The CPU and logic 1.4 Complex logical statements 1.5 Logic gates 1.6 Robots and robotics</p>	Students will learn about the main parts of the central processing unit and how they work together. They will study how computers can solve logic and arithmetic problems, and how robots are used in the modern world and what technology they use.	Students will be tested on their knowledge of logic gates, computer systems and their components. They will write a report on the use of robots in industry or a profession. Students will self-evaluate their progress.
7-12	<p><i>2. Digital literacy: Dilemmas</i></p> <p>2.1 Who am I? 2.2 Types of social media 2.3 Your digital footprint 2.4 Digital privacy 2.5 Ethics of care 2.6 Healthy balance</p>	Students will learn what social media is and how to care for themselves and others online. They will learn how to manage their digital footprints and privacy, and how to keep a healthy balance between screen time and offline time.	Students will be tested on their knowledge of social media and staying safe online. They will design an advertisement to be placed on social media and how to promote it. Students will self-evaluate their progress.
13-18	<p><i>3. Computational thinking: Artificial intelligence</i></p> <p>3.1 Antarctic base 3.2 Heuristics 3.3 Export systems 3.4 Automate a decision tree 3.5 Machine learning 3.6 Training the computer</p>	Students will learn what artificial intelligence means and how AI is used in real life. They will study some methods used to develop AI and learn about the benefits and limitations of AI.	Students will be tested on their knowledge of AI and machine learning, and complete an exercise based on an algorithm. Students will self-evaluate their progress.
19-24	<p><i>4. Programming: The fish pond</i></p> <p>4.1 A model pond 4.2 Plan and make a program 4.3 Filling the pond</p>	Students will learn how to build a model of a real-world system, and to use that model to find the answers to real-world problems.	Students will be tested on their knowledge of a model of a system, and how it functions. They will read and understand a program used to model a system and will self-evaluate their progress.

	<p>4.4 Evaporation and rainfall 4.5 The pond throughout the year 4.6 Warnings and advice</p>		
25-30	<p><i>5. Multimedia: Creating a multimedia news site</i> 5.1 Creating a multimedia platform 5.2 Creating news stories 5.3 Plan and record a school podcast 5.4 Edit and publish your audio content 5.5 Plan and create video content 5.6 Edit and publish your video</p>	<p>Students will learn how to plan a media using different kinds of media and a multimedia platform. They will learn how to choose appropriate platforms and services for multimedia projects.</p>	<p>Students will be tested on their knowledge of multimedia and planning multimedia projects. They will complete a partially finished project and self-evaluate their progress.</p>
31-36	<p><i>6. Numbers and data: Managing projects</i> 6.1 What is a project? 6.2 Planning a project 6.3 Creating requirements 6.4 Planning a project timetable 6.5 Working on an agile project 6.6 Testing software</p>	<p>Students will learn how IT project teams work together using different methods, and how to use tools such as mind maps, personas and process diagrams to plan a project. They will learn how to use tools like use case diagrams, user stories and kanban boards to manage a project. Students will learn how to manage a project using the plan-do-check-act project life cycle.</p>	<p>Students will be tested on their knowledge of app development and project management. They will also complete a project management chart and self-evaluate their progress.</p>

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Global Minds	Year 9	Teacher: A Burrow
No. of lessons per week: 2	Date: 2020-21	

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	
First half term	Journeys 3	Who we are? Where we are in time and place? Understanding our town Importance of tourism The three cultures The local economy How we move around our world? Learning skills Managing situations Managing information Managing self - vocabulary development Relating to people How we organise ourselves	Visits in locality Expressing ourselves in a variety of ways creatively Cartoon making Group activities Pair share Planning	Group projects Armada stories Local study Recording oral histories Display in the town tourism office Learning diary
Second half term	Fair not Fair	Economic understanding Citizenship Study of a product Marketing Local actions Global effect Uneven development Learning to learn Managing information CitizenshipManaging situations Managing self - Language Speaking and listening Relating to people How we organise ourselves	Creative campaigning Pair and share Group work IT skills blogging Power point presentation Enquiry based learning Explaining Illustrating information artistically Using technology	Fair trade campaign The story of a fair trade food product Christmas fund raising and fair trade Making traditional Christmas food

Third half term	Conflict and challenges	<p>The 1900 Conflict resolution and mediation UNO human rights convention WW1 Enviromental geography and disasters Citizen ship Managing situations Emotional health and well being Enviromental awareness Sharing the planet Interdependence the human and the physical world Relating to people Managing information Visual learning reading pictures Organizational skills Managing self - Vocabulary development</p>	<p>Mind mapping Emotional well being Learning from the media Model making group work Jigsaw approach within a group putting it all together Explaining using models ICT simulations Mind games role plays</p>	<p>Tshirts 1900 UNO role play Mediation projects WW1 project Tv news presentation: reporting disasters</p>
Fourth half term	Living and working	<p>Managing emotions behaviour and relationships Language development Relating to people and understanding others Managing information Managing own life Change and continuity Time and place</p>	<p>Career planning Individual work managing time</p>	<p>Individual life plan Career and sector study report</p>
Fifth half term	Individual project	<p>Developing skills and techniques for an individual enquiry Review of the 5 competencies Developing planning and sustaining own piece of work</p>	<p>Problem solving activities Thinking hats Mind mapping Learning to learn revision skills Target setting and review</p>	<p>Individual research Project Essay Presentation End of year test on Opening Minds competencies</p>

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Art	Year 9	Teacher: Teresa Alvarez
No. of lessons per week: 2	Date: 2020-21	

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 'setups'. 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>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 'setups' in a variety of materials/mediums. Students complete small</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>- Making processes and achievements so far is discussed at the start (and end) of each lesson. Lessons continue with greater freedom of choice of materials. The concept of drawing is broadened out. The timing of drawings is used.</p> <p>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. Evaluation. Extension: (expand variety).</p>	copies of observational drawings by a number of artists detailing in writing the drawing techniques found. Various other tasks listed below.	
<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>	<ul style="list-style-type: none"> - Introduction to Surrealism - Metamorphosis Hand - Metaphors - Surreal Insects - Surreal Room - Surreal Machines - Miró style painting - Surrealism information poster 	<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-Mar</u> <u>ch</u>	<p>HENRY MOORE</p> <p>Make pupils</p>	<p>- Make studies from models/each other in several reclining poses. Look at negative and positive space. Develop drawings using wax resist technique.</p>	<p>Visual: Suggested artists: Henry Moore, Barbara Hepworth.</p>	<p>Observation, contribution and research. Sketchbooks, participation</p>

	<p>aware of the term war artist. Introduce wax resist and sgraffito techniques. ICT (if available.)</p> <p>Knowledge and understanding- Henry Moore. Make simplified drawings of figures and convert into semi-abstract sculptures.</p>	<p>- Simplify drawings into semi abstract shapes and make out of clay. Make a simple figure from clay. Make a simple outline drawing of one of the sculptures and introduce sgraffito technique. Sculptures to be photographed and 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>Auditory: material and documentary films.</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>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><u>April-May-June</u></p>	<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 Kandinsky's 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</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>Render the composition using cross hatching and layering rather than just flat colours, to create textures and tones.</p> <p>Use a variety of pressures on the pencil to create strong color intensity. Composition must have a background and foreground.</p> <p>- Relief image</p> <p>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>		
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Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Spanish Lengua	Year 9	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 7-9-20 al 22-12-20	Tema 1. Lo que de verdad importa. Tema 2. Juan Deseado. Tema 3. El patio de la casa. Tema 4. Se hace saber.	<p>Lectura: "El balcón en invierno", "Yo soy Malala", "La vuelta al mundo en 80 días", "Bandos del alcalde".</p> <p>Literatura: el texto y el enunciado, el texto narrativo, el texto descriptivo, los textos prescriptivos, instructivos y normativos.</p> <p>Gramática: la comunicación, la palabra, la palabra y su significado, el origen de las lenguas de España.</p> <p>Ortografía: las reglas generales de acentuación, la acentuación de diptongos, triptongos e hiatos, casos especiales de acentuación, la letra g y la letra j.</p>	<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>Visual, Auditory, Read / Write,</p>	<p>Criterios de evaluación</p> <p>Calificación</p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>60 % de la nota: Exámenes y controles 60%</p> <p>40% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase.</p> <p>Criterios de evaluación</p>
2 ^o Trimestre 7-1-21 al 2-3-21	Tema 5. Hojiblanca. Tema 6. Nuestro patrimonio. Tema 7. Flamenco. Tema 8. Hojas perdidas.	<p>Lectura: "El señor de las moscas", "¡Socorro!", "Reglamento del ciclista" y "Robinson Crusoe"</p> <p>Literatura: los textos expositivos, argumentativos y dialogados, los textos periodísticos y publicitarios, los textos de la vida cotidiana y el texto literario.</p> <p>Gramática: el sintagma y la oración, el sintagma nominal, adjetival y adverbial, el sintagma verbal I y el sintagma verbal II.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Exámenes</p> <p>En los exámenes se restará 0'1p por cada falta de ortografía. No se podrán contabilizar más de 10 faltas (1punto por examen) y se dará al alumno la opción de recuperar la puntuación perdida.</p>

		<p>Ortografía: la letra h, palabras homófonas con o sin h, la letra b y con v y las palabras homófonas con b y con v.</p>		<p>Deberes:</p> <p>Cuando haya deberes, se puntuará:</p> <ul style="list-style-type: none"> - 2 puntos si el alumno tiene todos los deberes hechos - 1 puntos si algún ejercicio está incompleto - 0 puntos y además se restará 1 punto, si no se han hecho los deberes. <p>Trabajos de redacción.</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 y contará en la nota media.</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. Como serán deberes no hechos, se le restará 1 punto.</p> <p>Se descontarán puntos por las faltas de ortografía:</p> <p>En year 8 y 9, se restará 0'25 por cada falta de ortografía.</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía.</p> <p>Los acentos se consideran faltas de ortografía.</p>
<p>3º Trimestre 13-4-21 al 23-6-21</p>	<p>Tema 9. La laguna de Vacaras.</p> <p>Tema 10. Todo corazón.</p> <p>Tema 11. Soñando caminos.</p>	<p>Lectura: "Tom, pequeño Tom, hombrecito Tom", "Cuento de las dos vasijas", "Rima IV"</p> <p>Literatura: el género narrativo, el género didáctico, el género poético y el teatral</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.</p>	<p>Visual, Auditory, Read / Write,</p>	

			<p>Las comas, puntos, punto y coma y dos puntos no son faltas de ortografía excepto el punto final, los dos puntos en el saludo de las cartas y las comas de una enumeración. El uso de los guiones y comillas sí serán faltas de ortografía.</p> <p>Dictados</p> <p>Los dictados se harán sobre cualquier texto de lectura del libro de Lengua. No se avisará sobre el mismo.</p> <p>En year 8 y 9, se restará 0'25 por cada falta de ortografía. (20 faltas=5puntos)</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía (13 faltas=5'2 puntos)</p> <p>Los acentos se consideran faltas de ortografía.</p> <p>Los signos de puntuación no serán considerados como faltas de ortografía.</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>Traer todo el material de clase: los alumnos tienen que traer el material completo a clase.</p> <ul style="list-style-type: none">- Si un alumno no trae libro o libreta se pondrá 1 punto a todos los compañeros excepto a los
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				<p>alumnos que no tengan ni libro o libreta.</p> <ul style="list-style-type: none">- Si no trae ni libro ni libreta, se pondrá 1 punto a todos los compañeros pero además se restará 1 punto al alumno que no ha traído ni su libro ni su libreta. <p>Cuadernos de clase.</p> <p>En la corrección de los cuadernos se tendrán en cuenta dos criterios:</p> <ul style="list-style-type: none">- Presentación- Trabajo <p>Por ello, se puntuarán:</p> <ul style="list-style-type: none">- 2 puntos. Si cumple con la presentación y el trabajo adecuados- 1 puntos. Si solo cumple con la presentación o el trabajo.- 0 puntos. Si no cumple ni con el trabajo ni con la presentación. <p><u>Presentación</u></p> <p>En la presentación de la libreta tendré en cuenta:</p> <ul style="list-style-type: none">• Trabajo ordenado.• Libreta limpia y con buena letra.• Epígrafes y títulos del trabajo• En el margen de la libreta, hay que escribir el número de las páginas y
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de los ejercicios que se hayan realizado

- Se pueden utilizar colores para los títulos, los números, etc. pero los ejercicios deben estar hechos con bolígrafo azul o negro y se debe utilizar el mismo color (a elegir por el alumno) en la corrección.

Trabajo

Se tendrá en cuenta que el trabajo esté completo y bien hecho.

Hay que hacer todos los ejercicios que se mandan en clase. Cuando un ejercicio tiene varios apartados, también tienen que estar todos hechos y bien señalados en la libreta. No aceptaré que un ejercicio no se haga porque "no se entiende". Todos los ejercicios se corresponden con los contenidos dados en clase y por lo tanto, toda la información está en el libro a la mano del alumno, así que, al menos, se debe intentar hacerlo. Corregimos para aprender, si tenemos dudas sobre un ejercicio, se pregunta en clase.

Las respuestas tienen que ser completas, las oraciones y los textos de los ejercicios se copian completas, los ejercicios de "verdadero y falso" se copian completos. Cuando se dé una fotocopia para facilitar un ejercicio, esta tiene que estar bien pegada en la libreta en el ejercicio que le corresponde. Las preguntas no se pueden responder con "sí" o "no", siempre hay que responder ¿por qué sí o por qué no?. Las preguntas de razonamiento tienen que responderse de forma completa.

			<p>En la corrección de las libretas, el alumno pondrá un "tic" si el ejercicio está correcto pero si no está bien el ejercicio, debe ponerse la respuesta correcta.</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 2020-21 [Contents](#)

Subject: Sociales	Year 9	Teacher: M. Galiana
No. of lessons per week: 3	Date:	2020-21

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	Interpretación, realización de líneas del tiempo. Analizar mapas históricos. Análisis de dibujos y fotografías Read/Write: Activities from Unit2	

		Los campesinos		
Noviembre	3 La época del Románico 5 La época del Gótico	Una cultura religiosa La arquitectura románica La escultura románica La pintura románica Una 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	Análisis de mapas mapas históricos Read/Write: Activities from Unit7	

		Legado cultural de la Edad Media		
Marzo	8. El origen del mundo moderno	El mundo del siglo XV Causas de los descubrimientos Exploraciones portuguesas y castellanas El reparto del mundo Los cambios económicos y sociales El Estado Moderno Los Reyes Católicos	Documental mayas, incas y aztecas Productos americanos Andalucía en América Visita a la Alhambra Los Reyes Católicos en Granada Read/Write: Activities from Unit8	
Abril	9. Renacimiento y Reforma	Humanismo Un nuevo estilo artístico Arquitectura Pintura Escultura	Análisis obras artísticas Role play reforma religiosa Read/Write: Activities from Unit9	
Mayo	10. El apogeo del imperio español	El imperio de Carlos V Felipe II Organización del imperio La conquista de América El imperio americano	Textos sobre la conquista Análisis de mapas históricos Read/Write: Activities from Unit10	
Junio	11. La crisis del imperio español	El final de la hegemonía europea La población Economía Sociedad La hegemonía francesa Las potencias parlamentarias	Póster con los aspectos más destacados de la época Read/Write: Activities from Unit11	

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Spanish 2nd Language Intermediate	Year 9 Intermediate	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept. - Oct.	En Casa y en el Trabajo	<p>En Casa y en el Trabajo</p> <p>1-Repaso 1: -Revising food, meals and numbers</p> <p>1Ayudando en casa</p> <ul style="list-style-type: none"> • Saying what you do to help at home and why <p>1.2-Un trabaja tiempo parcial</p> <ul style="list-style-type: none"> • Describing part-time jobs and how you spend your money <p>1.3-Prácticas laborales</p> <ul style="list-style-type: none"> • Talking about your work experience <p>1.4-La vida sana</p> <ul style="list-style-type: none"> • Describing your lifestyle and giving health advice <p>1.4-Los medios de comunicación</p> <ul style="list-style-type: none"> • Discussing TV programmes and films <p>-Culture: -Finding out facts about nowadays laboral life - Presentation about a film,programm,...</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> 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.</p>

Nov. - Dec.	De compras	<p>2-De compras 2-Repaso 1:</p> <ul style="list-style-type: none"> Revising shopping transactions <p>2.1-En los grandes almacenes</p> <ul style="list-style-type: none"> Shopping in a department store <p>2.2-¿qué opinas tú?</p> <ul style="list-style-type: none"> Expressing opinions and preferences about shopping <p>2.3-En el mercado</p> <ul style="list-style-type: none"> Buying food in a market <p>2.4-¡Grandes rebajas!</p> <ul style="list-style-type: none"> Buying clothes and making comparisons <p>2.5-¡Hay un problema</p> <ul style="list-style-type: none"> Complaining about problems with purchases <p>-Culture: -Finding out information about different popular markets around the world and in Spain. Comparing them.. Giving opinions about them. -Writing about and designing their own ideal Shopping center</p>	<p>Visual: PPP, pictures, videos, leaflets, magazines, 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> 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.</p>
Jan. -Feb.	De Juerga	<p>3.De juerga 3-Repaso:</p> <ul style="list-style-type: none"> Revising arranging to go out <p>3.1-¡La cartelera</p> <ul style="list-style-type: none"> Reading about what's on and buying tickets <p>3.2-Una cita</p> <ul style="list-style-type: none"> Making a date <p>3.3-La prensa</p> <ul style="list-style-type: none"> Reading and discussing newspapers, magazines, and comics <p>3.4-¿Cómo fue?</p> <ul style="list-style-type: none"> Saying what you thought a film or event 	<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> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions.</p>

		<p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them.</p>		<p>Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
March-April	Yo	<p>4.Yo 4-Repaso:</p> <ul style="list-style-type: none"> -Revision of personal descriptions <p>4.1-¿Cómo eres?</p> <ul style="list-style-type: none"> Describing personality <p>4.2-Problemas</p> <ul style="list-style-type: none"> Describing problems at home and at school <p>4.3. La dependencia</p> <ul style="list-style-type: none"> Discussing the dangers of drug dependency <p>4.4. La calidad de vida</p> <ul style="list-style-type: none"> Talking about environmental issues <p>-Culture: -Finding out cultural aspects about different communities around Spain. -presentation about environment</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> 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.</p>
Summer term	El Futuro	<p>5.El Futuro 5-Repaso:</p> <ul style="list-style-type: none"> Revision of school subjects and jobs <p>5.1-¿Seguir estudiando o no?</p> <ul style="list-style-type: none"> Discussing the options for further study <p>5.2-¿Qué carrera?</p> <ul style="list-style-type: none"> Talking about career choices <p>5.3-Buscando un empleo</p> <ul style="list-style-type: none"> Making a job application 	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations.</p>

		<p>5.4-En el futuro</p> <ul style="list-style-type: none"> • Thinking about the future <p>-Culture:</p> <ul style="list-style-type: none"> -Finding out information about careers and universities -Designing a poster about life in the future 	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
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Scheme of Work and Assessment Year 9 2020-21

[Contents](#)

Subject: Spanish 2nd Language Beginner	Year 9 Elementary	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21	

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		1-¿Qué Comes?:	Visual: PPP, pictures,	<i>End of the unit test:</i>

2	La Comida	<p>Saying what you have to eat. Talking about mealtimes in Spain and the UK. 2-¿Qué te gusta comer?: Saying what type of food you like and why. 3- De compras: Buying fruits and vegetables. Finding out how much things cost. 4-Cien gramos de jamón y una barra de pan: Buying food and drinks in a shop. Numbers 31-100. 5-¡Qué Aproveche!: Saying that you are hungry and thirsty. Ordering for a menu. 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>videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p>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	De Compras	<p>1-¿Qué ropa llevan?: Talking about clothes. Comparing prices. 2-Me gusta aquella camiseta roja: Talking about what clothes you like and what suits you. 3-¿Me lo puedo probar?: Shopping for clothes. 4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes. Asking about clothes. Saying what you are wearing. 5-¿Llevas uniforme?: Talking about your school uniform.</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>6-En la calle principal: Talking about types of shops. 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	iDiviértel	<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>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</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.</p>

		<p>5-¿Qué hiciste el sábado?: Describing an event in the past.</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>	running dictations.	<p>Class work. Spoken presentations. 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.</p> <p>2-Me siento mal: Saying you are not feeling well.</p> <p>3-En la farmacia: At the chemist.</p> <p>4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do.</p> <p>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.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>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.</p> <p><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>

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: French	Year 9	Teacher: V Bernard
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 module a $\frac{1}{2}$ term (6 weeks)			Teaching & Learning Styles (VARK): In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. e.g Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, drilling from teacher. Read/Write: Included in textbook practice and part of MFL assessment Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises	
September	Revision	Classroom instructions The near future Talking about you are wearing Shopping for clothes Talking about fashion Describing your best friend Talking about music	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Organising a fashion show in French	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
October	Holidays			
November	Hello	Talking about yourself and someone else Saying what you did yesterday Talking about the past	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e

		Talking about a special day out Saying where you have been and what you have done introduction to perfect tense: <i>voir</i> verbs, <i>je</i> and <i>tu</i> forms	Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama on meeting people or famous people interview	Listening, Reading, Writing and Speaking and grammar test
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	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

		Understand adverts for toiletry products and descriptions of creatures imperative - <i>vous</i> form		
Avril/May	Let's eat	Breakfast and lunch Using some in French Shopping for food Understand what people are buying from a dialogue Expressing quantities Ordering food and drinks Describing a day in the past Understand a longer article using the present and perfect tenses	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: miming, acting on transactional language	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
June	A week in Paris	Revising the verb aller and its use for the immediate future Means of transport Advantages and inconvenient The use of "y" in French Cultural awareness: getting to know Paris Using the metro Describing a stay in the past Revising regular and irregular verbs in past.	Visual: Real life footage of the French capital, Videos, Powerpoint presentation Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter, writing a diary of your stay Kinaesthetic: Miming, drama a problem in the French metro	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

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: German	Year 9	Teacher: Aidan McGarry
No. of lessons per week: 3	Date:	2020-21

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 the 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);	Mini-Test; Group-presentations about different school systems; Posters with school rules; Exercise books; Listening, Reading, Speaking and Writing Assessment Unit2

			Posters presenting their dream school with school rules (in groups);	
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

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: PE	Year 9	Teacher: Nick Lavin
No. of lessons per week: 2	Date:	2020-21

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 feed back 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		End of unit practical assessment. Peer evaluations.

		formations and tactics. Understand zonal and man to man and types of pressing.		
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.

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Creative and Performance	Year 9	Teacher: Nick Lavin, Begoña, Marie Carmen Diaz,Carmen F.Jimenez, Paul Reichenbach, Aidan McGarry
No. of lessons per week: 2	Date:	2020-21

Time scale (approx)	Topics
	Students will choose an option
	<p><u>DRAMA</u></p> <p>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 style="text-align: center;">*In June, the students put into practise all the knowledge they have acquired throughout the year when they represent a play. This year the play is <u>ALADIN</u></p>
	<p><u>Environmental Science Club (The Green Team):</u></p> <p>We focus the club towards several objectives:</p> <ul style="list-style-type: none"> *In the garden we learn about plants, animals that visit it, very little animals who live in the water,... * We learn to make "compost" for our garden * We learn about orientation, fine psychomotricity, senses,... * We develop investigation strategies to study living beings of our garden * We learn to cultivate ecological products that we will eat at the end. * We use the ICT for studying our cultivated plants from other cultures

- * We use Mathematics to study the cultivated area, the weight of the harvest,...
- * We develop in every moment the social and team work development to stimulate the creator spirit,...
- * We develop the responsibility, the respect towards our mates and the plants, animals,...

 - Design the map of the garden for planting later.
 - To look for some information about the plants we are going to grow in the garden: need of water and compatibility or non-compatibility with the others. With this information we will prepare a scheme for planting.
 - When the weather allows it, we will start planting and sowing.
 - We will build a composting place in the garden to transform the organic waste into compost for our plants.
 - We need to take care of the plants with a timetable for irrigation and control of plagues,...., working together with other groups.

Scheme of Work and Assessment Year 9 2020-21 [Contents](#)

Subject: Music	Year 9	Teacher: Alison Leveridge
No. of lessons: 1 lesson per fortnight.	Date:	2020-21

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. to Oct.	PROGRAMME MUSIC Revising the elements of music	<p>This unit enables students to:</p> <ul style="list-style-type: none"> • Understand and use the musical vocabulary surrounding the elements of music <ul style="list-style-type: none"> Melody - the tune / pitches played Articulation - the way it is played Dynamics - the volume Tempo / metre - the speed Structure - the order Harmony & tonality - 2 or more notes at the same time Instruments - what is making the sound Rhythm - the duration of the sound Texture - the layers of sound <ul style="list-style-type: none"> • To be able to practically demonstrate the pitch, rhythm, tempo and texture of a piece of music using graphic scores and practical performances • To describe dynamics and structure in relation to specific pieces of music • To be able to recognise instruments of the orchestra (sonority) 	<p>Visual: use of mnemonic to remember elements vocabulary, paintings and film clips to match pieces of programme music. Representing music with graphic scores.</p> <p>Auditory: listening to and evaluating classical programme music, relating what is heard to musical vocabulary.</p> <p>Read/write: All lessons start with a 5 minute silent reading task.</p> <p>Kinaesthetic: Pupils participate in a variety of rhythmic performing activities. They develop and improve physical coordination.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary.</p> <p>Starter reading task - includes questions for class discussion which will be used to gain a sense of students' understanding of the topic and its vocabulary.</p> <p>End of unit review to help students to assess how much they have learned. Test on note reading.</p>

<p>Nov. To Dec.</p>	<p>IMPROVING UKULELE SKILLS</p>	<p>This unit enables students to:</p> <ul style="list-style-type: none"> • Revise and improve the correct technique for holding and playing the ukulele • Revise and improve technique for playing all the chords learned in Year 8 • Learn more chords and common chord progressions in order to accompany a variety of songs • Improve technique in playing different styles of strumming patterns in order to accompany different genres of songs 	<p>Visual:representation of notation - posters, flashcards and charts to show finger positions and chord construction. Play along video tutorials.</p> <p>Auditory: listening to tuning and identifying the difference between chord sounds . Through careful listening, assess accuracy of timing when accompanying songs.</p> <p>Read/write: use notation and charts representing chords and the position of notes on the stave.</p> <p>Kinaesthetic: Develop timing to play chords to a steady beat to accompany songs. Coordinate both hands - fingering patterns and strumming patterns</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of ukulele techniques and chord structures.</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>
<p>Jan - March</p>	<p>WHAT MAKES A GOOD SONG?</p>	<p>This unit enables students to:</p> <ul style="list-style-type: none"> • Understand how popular songs have mass appeal across all age ranges and in a variety of contexts • Recognise the importance of structure in popular songs • Understand the importance of a memorable melody • Describe melodic movement and range in different ways • Explore the importance of lyrics in popular songs 	<p>Visual:film clips / videos of performances of songs to be analysed, graphic scores to represent melodic shapes</p> <p>Auditory: listening and analysing song structures and melodic shapes</p> <p>Read/write: 5 minute reading sheets. Description using correct musical vocabulary.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of musica; vocabulary</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>

			<p>Kinaesthetic: singing, performing rhythmic elements Composing a simple song using ukulele chords.</p>	
March To April	<p>COMPUTER AND VIDEO GAME MUSIC</p>	<p>This unit enables students to:</p> <ul style="list-style-type: none"> Understand the various ways in which music is used within a range of computer and video games from different times. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. Recognise the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. 	<p>Visual: videos, power points, reading from notation.</p> <p>Auditory: identifying character themes, listening and describing elements</p> <p>Read/write: 5 minute silent reading sheets, accurate use of musical vocabulary - describing character and theme music</p> <p>Kinaesthetic: practise chromatic fingering on a keyboard - co-ordination. Performing melodies on a keyboard.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of musical concepts and vocabulary</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>
May - June	<p>RHYTHM AND PULSE SAMBA (or BODY/PENCIL CASE PERCUSSION)</p>	<p>This unit enables students to:</p> <ul style="list-style-type: none"> Understand how instruments, structures and textures are used in Samba Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising 	<p>Visual: identifying instruments - videos clips. Representations of musical structures. Pictures of instruments.</p> <p>Auditory: identifying instruments by sound, identifying and copying rhythms, following musical signals. Listening</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of musical concepts and vocabulary</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>

			<p>to others - keeping to own part.</p> <p>Read/write:5 minute reading sheets</p> <p>Kinaesthetic:combining pulse and rhythm,changing from one rhythm to another</p>	
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