

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 9 Curriculum 2016 - 17

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Scheme of Work and Assessment Year 9 2016-17 [Contents](#)

Subject: English Language	Year 9	Teacher: Mark Blythe Joe Watt
No. of lessons per week: 5	Date: September 2016 - June 2017	

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

		<p>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.</p>		
<p>October</p>	<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>
<p>Nov</p>	<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;</p>	<p>Students are taken through how different readerships will impact on presentation, language and content of a</p>	<p>Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and</p>	<p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases</p>

	<p>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>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>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>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>
<p>Dec</p>	<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 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> <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 Poetic forms and devices; reading strategies for close reading and analysis, including DARTS;</p>	<p>Teachers may want to focus on some of the poems suggested for the Stage 8</p>	<p>Visual: Reading original material/ poetry/ worksheets etcetera.</p>	<p>Poetic forms and devices; reading strategies for close reading and analysis, including DARTS (see</p>

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

	<p>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>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>members of the class. Responding to direct questioning. Read/ Write: Creative writing skills- poetry literary techniques. Kinaesthetic: Group presentations. Role Play.</p>	<p>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>June</p>				<p>June: Final end of year exams</p>

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Subject: Mathematics	Year 9 JW	Teacher: Kate Reed, Jacob De Backer
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept	<u>Chapter 1:</u> <u>Algebra 1 & 2</u>	Generate sequences and obtain general term of sequences Generate functions from input Interpret graphs of functions	Visual: Sequences of diagonals in polygons Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 1, 2. Kinaesthetic: Use the calculator	Exercises in class and homework Worksheet Exam
		Operate with fractions and percentages Calculate compound interest Know and use order of operations		
Oct Nov	<u>Chapter 2:</u> <u>Number 1</u>	Build scatter graphs and determine correlation between variables Build and use time series graphs and two-way-tables How to initiate a statistical investigations	Visual: Recognise the parts of the circle Auditory: Explanation of how to use statistics data Read/Write: Exercise from chapter 4, 5 Kinaesthetic: Use geometrical instrument to construct	Exercises in class and homework Worksheet Exam
		Know how to calculate the angle of all regular polygons Construct right-angle-triangle		

	<u>Chapter 4: Geometry and Measures 1</u>	Recognise the circle and its parts Make some geometrical reasoning	triangles.	
Nov Decr	<u>Chapter 3: Algebra 3</u>	Solve equations (linear, quadratics and involving fractions) Solve problems using equations Direct proportion in graphs	Visual: Using the graphs Auditory: Steps to solve all equations explained in the whiteboard Read/Write: Exercise from chapter 3.	Exercises in class and homework Worksheet Exam
Dec	<u>Chapter 7: Number 2</u>	Use power of 10. Rounding Review multiply and divide decimals	Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 7 Kinaesthetic: Use the calculator	Exercises in class and homework Worksheet Final term exam (all topic met so far)
Jan Feb	<u>Chapter 8: Algebra 4</u>	Factorise expressions Use index notation with algebra Calculate square and cube roots Construct graphs involving time	Visual: Recognise the circumference and the area Auditory: Explanation of algebraical operations Read/Write: Exercise from chapter 6, 8 Kinaesthetic: Draw circles with compasses	Exercises in class and homework Worksheet Exam
	<u>Chapter 6: Geometry and Measures</u>	Calculate the circumference and the area of circle Use metric units of area and volume Calculate the volume and surfaces of prisms		
Feb Mar	<u>Chapter 9:</u>	Make probability statements	Visual: Probability events	Exercises in class and homework

	<u>Statistics 2</u>	Work out probability of mutually exclusive and exhaustive events Make estimations of probability	using counters of different colours and shapes Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 9 Kinaesthetic: Use dices to estimate probability	Exam
Mar	<u>Chapter 10: Geometry and measures 5</u>	Enlarge figures Identify planes of symmetry of different figures Use map scales Recognise congruent triangles	Visual: Enlargements of shapes Auditory: Examples explained using the whiteboard Read/Write: Exercise from chapter 10 Kinaesthetic: Using geometrical instruments in the enlargements	Exercises in class and homework Worksheet Final exam (Cambridge checkpoint exam questions)
April/May	<u>Chapter 11: Algebra 5</u>	Expand and factorise expressions Make quadratic expansion Change the subject of a formulae Draw and interpret graphs of the for “ $y=ax+b$ ”	Visual: Using graphs Auditory: Examples of formulae in the whiteboard Read/Write: Exercise from chapters 11, 12, 13 Kinaesthetic: Use calculator and geometrical instruments	Exercises in class and homework Worksheet Exam
	<u>Chapter 12: Solving problem</u>	Solve problems of numbers (fractions, percentages, decimals, four rules, ratio) Solve problem of algebra (solve equations, graphs)		

	<p><u>and revision</u></p>	<p>Revise some statistical techniques Start a handling data project</p>		
<p>June</p>	<p><u>Chapter 13: Revision</u></p> <p><u>Chapter 14, 15: Revision</u></p>	<p>Geometry and measures revision Probability revision</p>	<p>Visual: Recognise all the different polygons studied. Auditory: Explanations in the class. Read/Write: Exercise from chapters 14, 15</p>	<p>Exercises in class and homework</p> <p>Worksheet</p> <p>End-of-year exam</p> <p>Project</p>

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Subject: Science	Year 9	Teacher: Keith Ashness
No. of lessons per week: 4	Date: September 2016 - June 2017	

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

	Rates of Reaction	dilute acids Effects of concentration, particle size temperature and catalysts on the rate of a reaction The reactivity series	of a catalyst K/V Show how rate of reaction depends on particle size K/V Explain why the historical order of the discovery of metals is related to the reactivity series A	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	Chemicals and Thermal Energy The Energy Crisis and Human Influences	Endothermic processes and exothermic reactions Cooling by evaporation Thermal(heat) energy transfer processes of conduction, convection and radiation Factors affecting the size of populations Effects of human influences on the environment Fossil fuels and renewable energy resources	Discuss exothermic and endothermic reactions A Investigate the process of burning K Discuss and list the problems of using all kinds of energy sources. A Present findings to the whole class as a poster, PowerPoint presentation or a hand-out. V/R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
May - June	Revision for the Checkpoint exam			

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

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

3 weeks	the internet		Thinking about abstract concepts	The student challenge is to split a message into data packets similar to the TCP/IP protocol.
Nov-Dec 5 weeks	Sorted !	Algorithms Programming and development	Logical reasoning comparing different algorithms that solve the same problem. Explaining Editing	This unit introduces students to the idea of sorting. They will examine how computers and humans cope with sorting, and experiment with running sorting algorithms on different sets of data. Students are challenged to write a program for a high-score table for a computer game.
Jan- Feb 5 weeks	How to make a computer appear smart	Programming and development Hardware and processing Information technology	Discussion about the concept of thinking. What is intelligence ? Design, write and debug code. Move from graphical to text based programming.	The theme of this unit is an understanding of what intelligence is, involving the Turing Test – the test of a machine’s ability to exhibit intelligent behaviour equivalent to that of a human. The student challenge is to make a computer appear intelligent by holding a conversation with a human.
Mar 4 weeks	Recursive Patterns	Algorithms Information technology Programming and development	Identifying patterns. Model real-world behaviours. Design and write creative recursive patterns. Explain how code works.	This Unit tackles the difficult topic of recursion, using songs and stories. Students become pattern detectives and investigate some of the ways in which patterns can be created in mathematics, art and music using computers. They will use their new-found knowledge to write a program that enables a computer to output a recursive pattern.
Apr-May 5 weeks	Cracking the code: binary characters, cyphers and encryption	Algorithms Information Technology Programming and development Data and data representation	Using binary in different systems. Creating spreadsheets to convert binary. Understanding how encryption and privacy work. Developing cyphers.	This unit aims to provide students with an understanding of cyphers, encryption and decryption, and the different methods used to encrypt throughout history. The challenge is to invent a cypher or secret code that only one other person understands – the student is a secret agent who needs to send an encrypted classified message, via email, to a fellow-spy in another country.
May 3 weeks	Representing sounds	Data and data representation Information technology	Compress files. Evaluate differences between different file formats.	This unit explores the way that computers store and execute binary information, including sound. The student challenge is to advise a local record label which wants to open its own independent music store and allow users to stream music live to their mobile digital devices over 3G. They need a compression strategy that will allow them to

keep the file size down without compromising on sound quality

June
3 weeks

Simple database
tables

Programming and
development

Data and data representation

Information Technology

This unit is designed to provide students with an understanding of what is involved in building a database.

Nobody knows the subject of Variation XIII of Edward Elgar's Enigma Variations, although there are clues. The student challenge is to discover who this piece of music is about by following the clues and constructing and interrogating a database.

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Subject: Opening Minds	Year 9	Teacher: M Galiana
No. of lessons per week: 4	Date: September 2016 - June 2017	

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 4th – Oct 10th (6 wks)	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 Meeting a cartoon artista and historian 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
Oct 20th – Dec 19th (9 wks)	Fair not Fair	Economic understanding Citizenship Study of a product Marketing Local actions Global effect Uneven development Learning to learn Managing information Citizenship Managing 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
Jan 7th – Feb 13th (6 wks)	Conflict and challenges	The 1900 Conflict resolution and mediation UNO human rights convention WW1	Mind mapping Emotional well being Learning from the media Model making group	Tshirts 1900 UNO role play Mediation projects WW1 project

		<p>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>work Jigsaw approach within a group putting it all together Explaining using models ICT simulations Mind games role plays</p>	<p>Tv news presentation: reporting disasters</p>
<p>Feb 23rd – Mar 27th (5 wks)</p>	<p>Living and working</p>	<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>
<p>May 11th – June 23rd (6 wks)</p>	<p>Individual project</p>	<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>

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Subject: ART	Year 9	Teacher: Phil Bielby
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles: Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Assessment Criteria: tests/ projects etc.
topic per term sep/ Oct/ Nov Dec)	HERPETOLOGY STUDY The snake both representational and in symbolic format.	<ol style="list-style-type: none"> Use of a variety of methods and approaches to communicate observations, ideas and feelings on subject material Comment on the work under study done by university departments, environmental groups cultural impact. Analyse examples of images that have an emotive content and analyse the effects upon our understanding and appreciation of serpents subject matter. Identify threatened species, conservation and zoological achievements also benefits to mankind medically. Symbolical images of snakes used in some world religions. Techniques to capture the Classroom exhibition. 	Visual studies: sketching, drawing, diagrams, biological analysis. Using colour as camouflage in nature. Rendering realism Stylization of the subject matter. Auditory: listening to descriptions of species characteristics, 25 years involvement with the subject on personal level. Read/write information on venomous and non venomous snakes notes on snakes fatalities, what to do in case of a bite. Front-fanged and rear fanged snakes Kinaesthetic snake model, sculpture use of snake logos in design work.	Assessment is teacher based including a personal tracker for each student. Progress noted weekly by homework, class based project assessed. Presentation of topics, discussion, contribution to the class lesson.
TERM JAN./ FEB. MARCH	Salvador Dalí study. The life and work of one of Spain's greatest artists.	As stated overleaf exploration of life, technical achievements. The Surrealist style. Dali's contribution to Spanish Art. Ideas, emotions, dream imagery that are the main Sketches in pencil, aquarellas and paint. Use of a personal line, hyperreality stye. Understanding	Visual: drawings, sketches, painting studies from his golden years of production Auditory: Listening to Material In the field of Egyptology.. The British museum of London. Reading/write: Information, personal research	Assessment is teacher based including a personal tracker for each student. Progress noted weekly by homework, class based project assessed. Presentation of topics, discussion, contribution to the class lesson.
3 TERM (APRIL/ MAY/	Chinese Open Costume designs make-up	Chinese Open masks, costumes from mainland China Beijing. Personal collection showing in detail make up and costumes-most famous for gods, legends, myths in Chinese culture. Delicacy, strength, the power		Assessment is teacher based including a personal tracker for each student. Progress noted weekly by homework, class based project assessed.

JUNE

traditions etc.

of mask and performance. Montage and collage work to be done on the study also display for classroom.

Presentation of topics, discussion, contribution to the class lesson.

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Subject: Spanish Lengua	Year 9	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 6-9-16 al 22-12-16	<p>Tema 1. La comunicación literaria- Funciones del lenguaje.</p> <p>Tema 2. Fuentes y temas de la literatura. Palabras y sintagmas.</p> <p>Tema 3. La narrativa. El narrador. La oración.</p> <p>Tema 4. La narrativa. Los personajes. El sujeto. Oraciones impersonales.</p>	<p>Lectura: "Una tela de araña" de Juan José Millás, "Lo que voy a contarles" de J.D. Salinger, "¿Qué era eso, por Dios? De Conan Doyle, "¿D'Artagnan contra los mosqueteros" de Alejandro Dumas, "El mago" de Carlos Ruiz Zafón.</p> <p>Literatura: La comunicación literaria. Fuentes y temas de la literatura. La narrativa. El narrador. Los personajes. El tiempo y el espacio.</p> <p>Gramática: Funciones del lenguaje. Palabras y sintagmas. La oración. El sujeto. Oraciones impersonales. El predicado.</p> <p>Ortografía: La representación de los sonidos. El sonido J. La grafía j. La grafía g. La grafía y. La grafía x.</p>	<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>Visual, Auditory, Read / Write,</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>Exámenes y controles 60% Trabajos escritos de clase y proyectos, libreta y dictados 20% Actitud (positivos) * 20%</p> <p>*Para evaluar la actitud se hará mediante un sistema de puntos positivos y negativos, contando para la calificación final solo los positivos que el alumno haya obtenido en esa evaluación. Este sistema se explica en los criterios de evaluación.</p> <p>Criterios de evaluación:</p> <p>Trabajos de redacción:</p> <p>Se pondrán positivos por:</p> <ul style="list-style-type: none"> - adecuación a lo que se pide. - buena presentación. - bien redactada.

	<p>Tema 5. La narrativa. El tiempo y el espacio. El predicado.</p>			<ul style="list-style-type: none"> - se ajusta a la extensión pedida. - creatividad y originalidad.
<p>2º Trimestre 9-1-17 al 7-4-17</p>	<p>Tema 6. Subgéneros narrativos en prosa. El cuento. Los complementos y sus clases.</p> <p>Tema 7. Subgéneros narrativos en prosa. La novela. Los complementos verbales I.</p> <p>Tema 8. Subgéneros narrativos en verso. Los complementos verbales II.</p> <p>Tema 9. La lírica. Rasgos generales. El atributo. El complemento predicativo.</p>	<p>Lectura: "Una historia real" de Roald Dahl, "El sentido de la existencia" de Bégaudeau, "Ruggiero en la isla de Alcina" de Ariosto, "Hombre de provecho" de Goytisolo.</p> <p>Literatura: Subgéneros narrativos en prosa. El cuento. La novela. Subgéneros narrativos en verso, la lírica, rasgos generales.</p> <p>Gramática: Los complementos y sus clases, los complementos verbales I, los complementos verbales II, el atributo, el complemento predicativo.</p> <p>Ortografía: Normas generales de acentuación, acentuación de diptongos, triptongos e hiatos, acentuación diacrítica, Signos de cita, signos que delimitan incisos.</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 y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p>La nota numérica de los ejercicios escritos será la descrita en la ortografía.</p> <p>Cuadernos de clase.</p> <p>Se pondrán positivos por:</p> <ul style="list-style-type: none"> - poner la fecha - poner el número de página - poner títulos y epígrafes - hacer el trabajo completo - hacer respuestas completas - utilizar los colores pedidos - corregir bien - tener buena letra - libreta limpia - separar los ejercicios y respetar los márgenes
<p>3º</p>		<p>Lectura: "Mis hijos me traen flores de plástico" de José Hierro, "Poema 20" de Pablo Neruda, "Proezas de un soldado" de Plauto, "Carta de amor a Mary"</p>	<p>Visual, Auditory, Read / Write,</p>	<p>La nota numérica de los cuadernos será el número de positivos que tengan (8 positivos= nota del cuaderno: 8)</p> <p>Dictados:</p>

<p>Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 10. La lírica. Versos compuestos. El verso libre. Oraciones copulativas y predicativas.</p> <p>Tema 11. El teatro. Rasgos generales. Oraciones transitivas, intransitivas, activas y pasivas.</p> <p>Tema 12. El teatro. Texto y representación. Oraciones con verbo pronominal.</p>	<p>deAlonso de Santos.</p> <p>Literatura: La lírica. Rasgos generales. La lírica. Versos compuestos. El verso libre. El teatro. Rasgos generales. El texto y representación.</p> <p>Gramática: El atributo, el complemento predicativo, oraciones copulativas y predicativas. Oraciones transitivas, intransitivas, activas y pasivas. Oraciones con verbo pronominal.</p> <p>Ortografía: Los sonidos LL/Y y D/Z. Los sonidos S y Z. Seseo y ceceo.</p>	<p>En los dictados solo se pondrá nota numérica siguiendo los criterios de la ortografía explicados más abajo. Los dictados serán de las lecturas de los temas que hayamos dado en clase.</p> <p>Positivos:</p> <p>Deberes: aquellos alumnos que tengan hechos los deberes tendrán un positivo, aquellos que los tengan incompletos, tendrán un negativo y aquellos que no los hayan hecho tendrán un negativo y se le quitará un positivo de los que tengan.</p> <p>Traer todo el material de clase: los alumnos tienen que traer el material completo a clase, si no se trae el libro o la libreta se tendrá un negativo, si no se traen ninguno de los dos, se pondrá un negativo y se quitará un positivo de los que se tenga.</p> <p>Ejercicios de redacción o trabajos de clase: aparte de la nota numérica que tenga el trabajo, también tendrán positivos o negativos por los criterios arriba establecidos (adecuación a lo que se pide, buena presentación, bien redactada, etc.)</p> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p>
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Si durante el curso, en las clases, surgiera algún otro elemento que pudiera ser valorado con positivos o negativos, como por ejemplo; un debate en clase, se informará adecuadamente al alumno sobre los criterios de evaluación de esa actividad.

Cuadernos de clase.

Como ya he dicho arriba, tienen que cumplir con diez criterios y cada uno será evaluado con un positivo o un negativo, dependiendo de si el alumno los cumple.

****Ortografía.**

En los trabajos escritos (trabajos de clase y proyectos) y en los dictados, la nota numérica se obtendrá restando a la nota máxima (10 puntos) la siguiente puntuación:

1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas.

3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta.

Los acentos se consideran faltas de ortografía.

Los puntos y las comas no serán consideradas como faltas de ortografía excepto la coma en las enumeraciones.

El uso de comillas, guiones, abreviaturas, dos puntos, etc, sí serán faltas de ortografía.

Calificaciones:

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)

Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.

Scheme of Work and Assessment Year 9 2016-17

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Subject: Sociales	Year 9	Teacher: Carmen F. Jiménez
No. of lessons per week: 3	Date: September 2016 - June 2017	

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

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

		Los cambios económicos y sociales El Estado Moderno Los Reyes Católicos	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 2016-17

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Subject: Spanish 2nd Language Intermediate	Year 9 Intermediate	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 6	Date: September 2016 - June 2017	

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

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

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

		<p>-Checking into a hotel or campsite. 4-He perdido... -Describing lost property. 5-Quejas: -Making complains in a hotel.</p>		<p>Teacher discussions. Dispositions and attitudes. End of unit tests.</p>
Summer term 2	En Casa Y En El Trabajo	<p>En Casa Y En El Trabajo Repaso: -Describing food, meals and mealtimes. -Revising numbers and time. 1 -Ayudando en casa: -Saying what household chores you do, why and how often. 2-Un trabajo a tiempo parcial: -Describing part-time jobs. -Saying how you spend your time.</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. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes.. End of unit tests</p>

Scheme of Work and Assessment Year 9 2016-17

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Subject: Spanish 2nd Language Elementary	Year 9 Elementary	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 6	Date: September 2016 - June 2017	

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

		<p>Saying what you are wearing.</p> <p>5-¿Llevas uniforme?: Talking about your school uniform.</p> <p>6-En la calle principal: Talking about types of shops. 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		<p>1-¿Quieres ir al cine?: Making arrangements to go out.</p>	<p>Visual: PPP, pictures, videos, posters and flash</p>	<p><i>End of the unit test:</i></p>

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

Scheme of Work and Assessment Year 9 2016-17

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Subject: French	Year 9	Teacher: V Bernard
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 module a ½ 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	My school	Catching up sessions Revision Using classroom language Understanding the French school system	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: miming for new words, touch the board game for vocabulary learning	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		Exchange information and opinions about: school subjects and school timetables. issues at school such as rules, uniform Training and future plans	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: Video on your school	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
November	At home	Exchange information about self, family, friends and pets: name, age & birthday, physical appearance opinions about: your and others' character and personality; Talking about relationships Describing your friends Talking about helping at home Apply grammar Respond appropriately	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 an agony aunt programme	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
December/ January	Free time	State weekend and evening activities. Exchange information about hobbies and interests, (when, where, with whom, how often) opinions and preferences. Exchange information about leisure activities including times and prices. Exchange information and preferences about events, such as theatre, film, dances	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: Making invitations	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
January/ February	At work	Exchange information about family and friends : jobs, opinions about seeking a job and weekend jobs. Exchange information about travel to place of work. Advantages and disadvantages of different occupations: wages, working conditions, prospects; working abroad.	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: thinking skills exercise on future job	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/	My town	Give and seek description of	Visual: Powerpoint presentation/flashcards for new vocabulary	Punctual vocabulary tests and

March		<p>your/other's town, neighbourhood and region: location, character, amenities, features of interest.</p> <p>Advantages and disadvantages of the local environment.</p> <p>Understand comparisons between the town and the country</p> <p>The French-speaking world</p> <p>Understanding information about climate, geography, industry, main towns and attractions</p>	<p>Auditory: Listening exercises, drilling from teacher.</p> <p>Read/Write: Included in textbook practice and part of MFL assessment</p> <p>Kinaesthetic: Debating, categorisation exercises</p>	<p>oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
March/ April	At the shops	<p>Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times.</p> <p>Exchange information about particular goods, including description, price, quantity, size.</p> <p>Opinions about shopping experiences and preferences.</p> <p>Make arrangements to go out, including invitation, location, time.</p> <p>Buy and make a complaint about unsatisfactory goods</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary</p> <p>Auditory: Listening exercises, drilling from teacher.</p> <p>Read/Write: Included in textbook practice and part of MFL assessment</p> <p>Kinaesthetic: Act up transitional language</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
May/June	On holidays	<p>Describe weather conditions and give simple predictions.</p> <p>Exchange information about a particular holiday region.</p> <p>Past holidays</p> <p>Ask for information about a region, town or area, including lists of hotels, restaurants.</p> <p>Reading for information about different types of holidays</p> <p>Understand conversations about booking hotel accommodation</p> <p>Make and understand complaints about inadequate accommodation, problems with accommodation.</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary</p> <p>Auditory: Listening exercises, drilling from teacher.</p> <p>Read/Write: Included in textbook practice and part of MFL assessment</p> <p>Kinaesthetic: Charade playing and act up transitional language.</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of year assessment</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

Scheme of Work and Assessment Year 9 2016-17

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Subject: German	Year 9	Teacher: Konstanze Schubart
No. of lessons per week: 3	Date: September 2016 - June 2017	

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

			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

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Subject: PE	Year 9	Teacher: Nick Lavin
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			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 formations and tactics. Understand zonal and man to man and types of pressing.		End of unit practical assessment. Peer evaluations.

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

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Subject: Creative and Performance	Year 9	Teacher: Nick Lavin, Begoña, Marie Carmen Diaz, Joe Watt, Jacob de Backer
No. of lessons per week: 2	Date: September 2016 - June 2017	

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