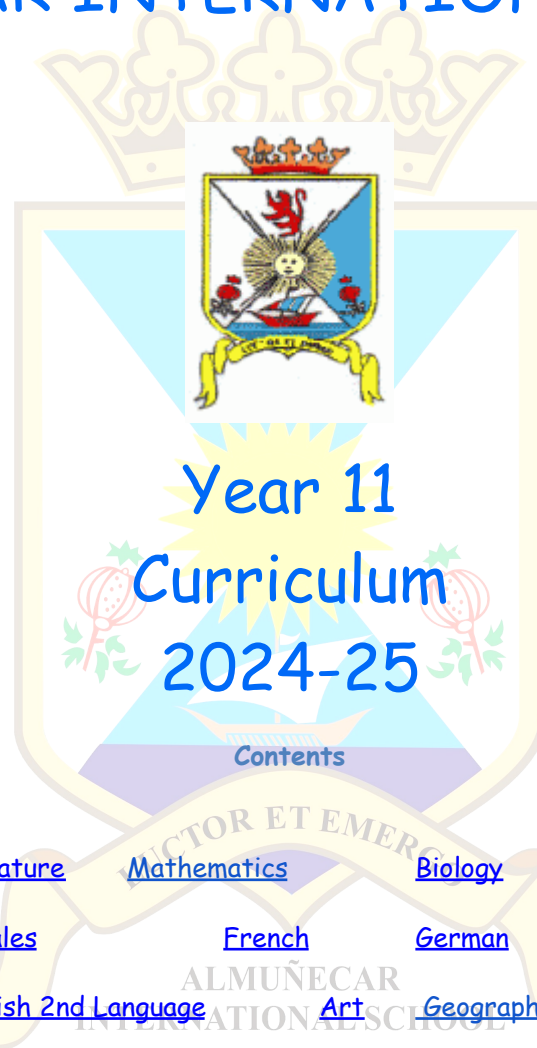


ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 11 Curriculum 2024-25

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Subject: English Language	Year 11	Teacher: Mr Burrow and Mrs Burrow
No. of lessons per week: 3	Date: 2024-25	

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:	There is no coursework for English IGCSE.
Sept	Reading and analysing non-fiction writing Directed Writing Writing a journal Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register and purpose	We begin by analysing non-fiction writing, exploring how journalists use language features. We use skimming, scanning, and then language analysis skills before applying this below in our own writings. The unit gives practice in writing in different formats. A key feature is the linking of this work with reading activities. Teachers are recommended to create their own stimuli or to use those set formerly as Cambridge IGCSE First Language English question papers.	Visual: Looking at Language-observing presentations Read/Write: Exercises from Cambridge IGCSE past papers Kinaesthetic: speeches, presentations, group work, role play scenarios	Mixed exercise with exam type questions. Mock exams from December (actual iGCSE past papers)
Oct	Directed Writing Writing a journal	Developing a more refined working knowledge of spelling, punctuation and grammar, and of the conventions of	Visual: Looking at Language-	

	<p>Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register and purpose</p>	<p>structuring writing; reading and writing different forms, such as articles and letters, awareness of some of the conventions of these different forms and of the different ways in which language is used for different purposes, converting notes into sequences of sentences and to select reading material and structure it in a coherent order.</p> <p>Context This is the first of three units on writing in specific contexts and should be related both to these and to the skills covered earlier in the year.</p>	<p>observing presentations Read/Write: Exercises from Cambridge IGCSE student book- chapter 6 Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercise with exam type questions. December: Mock exams (actual GCSE past papers)</p>
Nov	<p>Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence structures Persona, viewpoint and character</p>	<p>The unit introduces learners to the different types of continuous writing tasks and gives practice in writing for different purposes. Teachers are recommended to create their own titles to work on skills development or to use those set formerly as Cambridge IGCSE First Language English, Paper 2</p> <p>Students will be preparing for their Mock Examinations</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Exercises from Past Papers</p> <p>Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercises (for each chapter) with exam type questions.</p> <p>Feb/ March: Topic test on year 11 topics so far</p>
Dec	<p>Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence structures Persona, viewpoint and character</p>	<p>Learners should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring texts, and will have written for a variety of purposes and in different genres during their previous years of education.</p> <p>This is the second of three units on writing in specific genres and should be related both to these and to the skills covered in Units 1-5.</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Exercises from Cambridge IGCSE student book- chapter 7</p> <p>Kinaesthetic: speeches, presentations, group work,</p>	<p>Mixed exercises (for each chapter) with exam type questions.</p> <p>Formal Year 11 mock exams</p>

			role play scenarios	
Jan	<p>Writing In Exams</p> <p>Assignment 3 Part 2</p> <p>Assignment 3 Writing in response to opinion and argument Part 1</p> <p>Assignment 2 Part 2</p> <p>Assignment 2 Writing to describe and/or narrate Part 1</p> <p>Assignment 1 Part 2</p> <p>Assignment 1 Writing to inform, analyse and argue Part 1</p>	<p>The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only Assignment 3 is assessed for reading.</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Longer written tasks, reading model responses</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes and model texts</p>	Longer written task for specific purpose
Feb	<p>Writing In Exams</p> <p>Assignment 3 Part 2</p> <p>Assignment 3 Writing in response to opinion and argument Part 1</p> <p>Assignment 2 Part 2</p> <p>Assignment 2 Writing to describe and/or narrate Part 1</p> <p>Assignment 1 Part 2</p> <p>Assignment 1 Writing to inform, analyse and argue Part 1</p>	<p>The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only Assignment 3 is assessed for reading.</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Longer written tasks, reading model responses</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes and model texts</p>	Writing task for specific purpose
March	<p>Speaking and Listening</p> <p>Debating and challenging</p> <p>Dramatisation</p> <p>Role play and simulation</p> <p>Group discussion</p>	<p>The unit provides a variety of activities which will assist the development of learners as speakers and listeners offering opportunities for practice, performance and process talk in relation to the specifications for Components 5 and 6 of Cambridge IGCSE First Language English. Teachers will need</p>	<p>Visual: Watching good examples of speaking and listening and identifying what is successful</p>	Debate based on current news topic

	Talking in pairs Giving a talk	to refer to specific guidance in both the syllabus and the <i>Speaking and Listening Training Handbook</i> , for example regarding the requirements for assessing the Speaking and Listening Test.	Auditory: listening to others and giving feedback Read/Write: Preparing notes for speaking and listening tasks Kinaesthetic: sorting and matching activities based on the mark schemes	
April	Speaking and Listening Debating and challenging Dramatisation Role play and simulation Group discussion Talking in pairs Giving a talk	Speaking and listening in the classroom, respect for the views of others, an ability to respond in sentences, and an understanding that learning takes place through discussion. Many opportunities also exist to engage with colleagues in cross-curricular activities that involve Speaking and Listening. The outcome of this helps students to achieving their CEFR	Visual: Watching good examples of speaking and listening and identifying what is successful Auditory: listening to others and giving feedback Read/Write: Preparing notes for speaking and listening tasks Kinaesthetic: sorting and matching activities based on the mark schemes	Presentations of how to answer exams questions, peer assessment, direct questioning
May	Preparation for English as a Second Language	Some students provided with an opportunity to take English as a Second Language.	Auditory: students listen to a range of extracts to prepare them for the examination. Visual/Kinaesthetic -	May - final exams

			students experience exam papers to prepare them for the examination	
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Subject: Media Studies AQA8572	Year 11	Teacher: Mrs Burrow
No. of lessons per week: 3	Date: 2024-25	

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	
September	Introduction to TV advertising	Codes and conventions of TV advertising Product research Initial ideas Understanding the mark scheme	V: watching and analysing advertising campaigns A: listening to and sharing ideas in groups, listening to teacher feedback R: reading academic articles and brand information, reading the mark scheme K: producing powerpoint presentations	Research presentations
October	Researching, planning and drafting for coursework	<i>An advertising campaign realised as three 30-second television advertisements</i> Audience feedback Storyboarding, camera shots and angles, editing	V: using different storyboarding styles, looking at different camera shots and angles and their different uses A: listening to feedback, discussing ideas R: proof-reading ideas, producing brand identity and values K: producing storyboards and planning material	Planning and research portfolio
November	Filming, editing and sound	Using the equipment and the software effectively Time management and organisation	V: using filming and editing technology and software A: listening to audio, scripting ideas, discussing feedback R: reading different types of copy and slogans K: using filming and editing technology	Draft adverts
December	Audience feedback and final post-production work	Qualitative and quantitative data Using feedback to improve products	V: using and collating data and producing graphs and tables A: listening to oral feedback, discussing what to include in final edit R: reading qualitative responses to questionnaires	Assignment 3 (part a)

	Collate research and planning	Selecting and presenting work for submission Proof-reading	K: choosing what to include in research and planning portfolio, giving reasons	
January	Evaluation	Written reflection on production task Effective use of English	V: watching, analysing and evaluating own adverts A: listening to the sound quality and content R: reading copy and slogans, proof-reading written work K: vocabulary matching and sorting exercises	Final assignment 3
February	Back to the exam	Codes and conventions, media terminology and focus on	V: watching clips from different film and identifying codes and conventions A: listening to film reviews, soundtracks and dialogue R: reading reviews and academic articles K: producing powerpoint presentations	Group presentation on film/tv
March	CSP catch up	Re-visit CSPs 1 and 2	V: looking at visual work and self-assessing for improvements A: listening to any audio work produced R: reading and self-assessing written work K: matching and sorting exercise using mark scheme	Final Coursework grade - moderated
April	Exam revision	Writing potential exam questions Using the mark scheme and assessment objectives to inform revision Revision skills	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Exam style questions
May	Exam revision	Exam practice	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Mock exam
June	Exam revision	Final input regarding the CSPs and preparation for the Paper 2, Section A - analysing moving image.	ALMUNE CAR INTERNATIONAL SCHOOL	GCSE exam

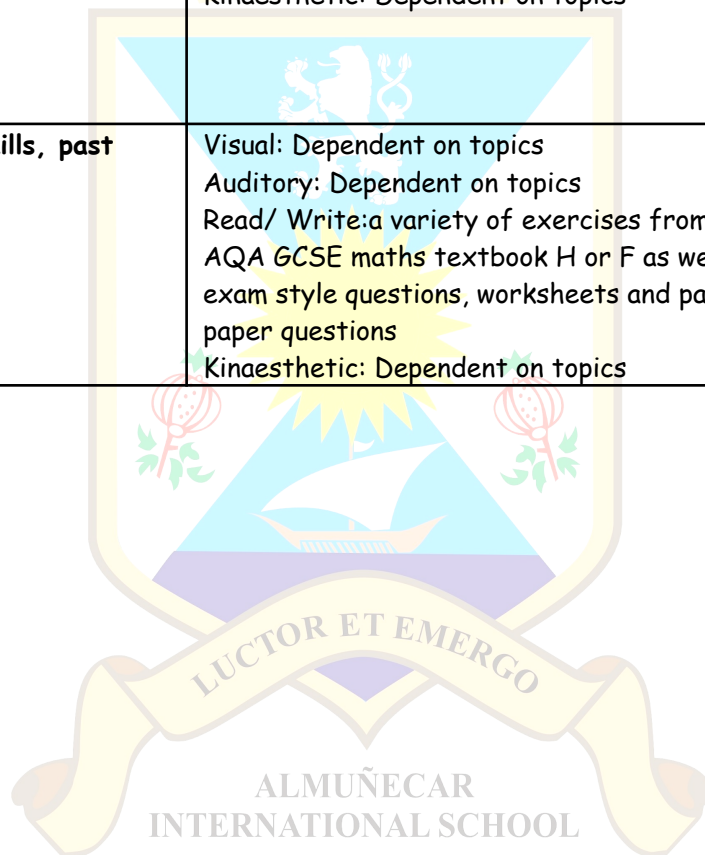
Subject: Mathematics GCSE AQA 8300 Foundation Grades 1 - 5 Higher Grades 4 - 9 (4 and above are passing grades)	Year 11	Teachers: Ms. Clara Alderson Set 1 (Higher) Mrs. Kate Reed Set 2 (Higher & Foundation)
No. of lessons per week: 5 Homework set Twice a week	Date: 2024-25	

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	Geometry & Measures Statistics	Recap Area: Area of polygons, circles, sectors and composite shapes Volume and Surface Area: Prisms and Cylinders, Cones & Spheres, Pyramids Analysing data: Averages and Range, Misleading graphs, Scatter diagrams	Visual: Identify physical shapes 2D and 3D Auditory: Listen to each other's explanations (and comment) Read/ Write: a variety of exercises from AQA GCSE Maths textbook H or F as well as exam style questions Kinaesthetic: Drawing work	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed
Oct	Number Algebra	Standard form: Expressing numbers in standard form, Calculators and standard form, Working in standard form Recap Basic Algebra: Simplifying expressions, expanding brackets, factorising expressions Further Algebra: Multiplying 2	Visual: Number steps (x10) for decimals Auditory: Students to present/ listen to explanations in differences of types of multiplying out Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions Kinaesthetic: Use of a calculator / circles	Test on September & October's topics Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed

		binomials, Factorising quadratic expressions, applying skills Circles: Prove and apply the standard circle theorems (Higher only)		Use of Maths Passports for revision
Nov	Algebra Geometry and Measures	Functions & Sequences: Sequences and patterns, Finding the nth term, Functions, Special sequences 3D Objects: 3D objects and their nets, Drawing 3D objects, Plan and elevation views Vector Geometry: Vector notation and representation, Vector arithmetic, Mixed practice	Visual: Look at 3D objects and match to net, plan view etc Auditory: Describe vector arithmetic for peer criticism Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions Kinaesthetic: Drawing 3D shapes- skills with a ruler	Use of Maths Passports for revision Test on November's topics Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed
Dec	Algebra Geometry and Measures	Formulae: Writing formulae, substituting values into formulae, changing the subject of a formula, working with formulae Transformations in a plane: Reflections, translations, rotations Past papers and revision for mocks	Visual: Make posters to illustrate key points for revision Auditory: Explain to peers how to transform shapes. What are the key features? Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions, worksheets and practice papers Kinaesthetic: Interactive transformations of shapes- move the curves- use of string	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Mock exams and, following them, review of key areas to move forward with
Jan	Probability and Statistics Geometry and Measures	Further probability: Combined events, theoretical probability of combined events Congruence: Congruent triangles, applying congruency	Visual: Use of venn and tree diagrams Auditory: Describe similarity and congruence to peers Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions and worksheets	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking

	Algebra	Inequalities: Expressing inequalities, Number lines, Solving inequalities, working with inequalities	Kinaesthetic: Physical number lines with students as operations	appropriate amounts of work/ homework are completed Test on January's topics
Feb	Ratio, Proportion & Rates of change Geometry and Measures	Proportion: Direct proportion, algebraic and graphical representations, inverse proportion Surds: (Higher only) Calculate with, simplify and manipulate surds Pythagoras Theorem: Finding the length of the hypotenuse, Finding the length of any side, Proving whether a triangle is right angled, Using Pythagoras' theorem to solve problems Trigonometry: Trigonometry in right-angled triangles, Exact values of trigonometric ratios, Solving problems using Trigonometry	Visual: Triangles diagrams with unknown sides or angles Auditory: Describe when to use Pythagoras and when to use trigonometry Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions and worksheets Kinaesthetic: Activities to move around the classroom involving missing sides/ angles	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on February's topics
Mar	Geometry and Measures Ratio, Proportion & rates of change Geometry and Measures	Continue Trigonometry Graphs of other functions and equations: Review of linear graphs, Quadratic functions, Other polynomials and reciprocals, Plotting, sketching and recognising graphs Growth and Decay: Simple and compound growth, Simple and compound decay Transformations of curves: (Higher only) Identify and sketch translations	Visual: Triangles and angles Auditory: Explain the different circumstances for using pythagoras, SOHCAHTOA, sine rule and cosine rule to peers Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions and worksheets Kinaesthetic: "Floor mats" for choosing rules	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on March's topics

		and reflections of curves		
Apr	Slippage of topics Revision	Complete topics? Revision topics and exam technique	Visual: Dependent on topics Auditory: Dependent on topics Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions and worksheets and past paper questions Kinaesthetic: Dependent on topics	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Past paper questions in exam conditions
May	Revision and exams	Key topics, calculator skills, past papers, exam technique	Visual: Dependent on topics Auditory: Dependent on topics Read/ Write: a variety of exercises from AQA GCSE maths textbook H or F as well as exam style questions, worksheets and past paper questions Kinaesthetic: Dependent on topics	Past paper questions
June				3 external Maths exams in end of May/ June (1 non calculator and 2 calculator allowed)



Subject: Biology	Year 11	Ana Trout
No. of lessons per week: 2	Date: 2024-25	
Pearson Edexcel International GCSE Biology (2017)	Specification link - click here	

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	The human transport system Pathogens and immunity	Transport in animals Heart Blood and lymphatic vessels Blood Pathogens Body defences The immune system	Heart models and diagrams V Pig heart dissection K/V Blood circulation animation V Discussion about different types of diseases and their causes A Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Oct	Coordination, response and homeostasis	Nervous control in humans Sense organs Hormones in humans Tropic responses Homeostasis Drugs Medicinal drugs Misused drugs Excretion in humans	Diagrams of the human nervous system V Dissection of an eye K/V Experiment - phototropism K/V Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Reproduction in plants	Asexual reproduction Mitosis Sexual reproduction Meiosis	Model and diagram of the structure of the flower V Observation of asexual reproduction in plants V	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

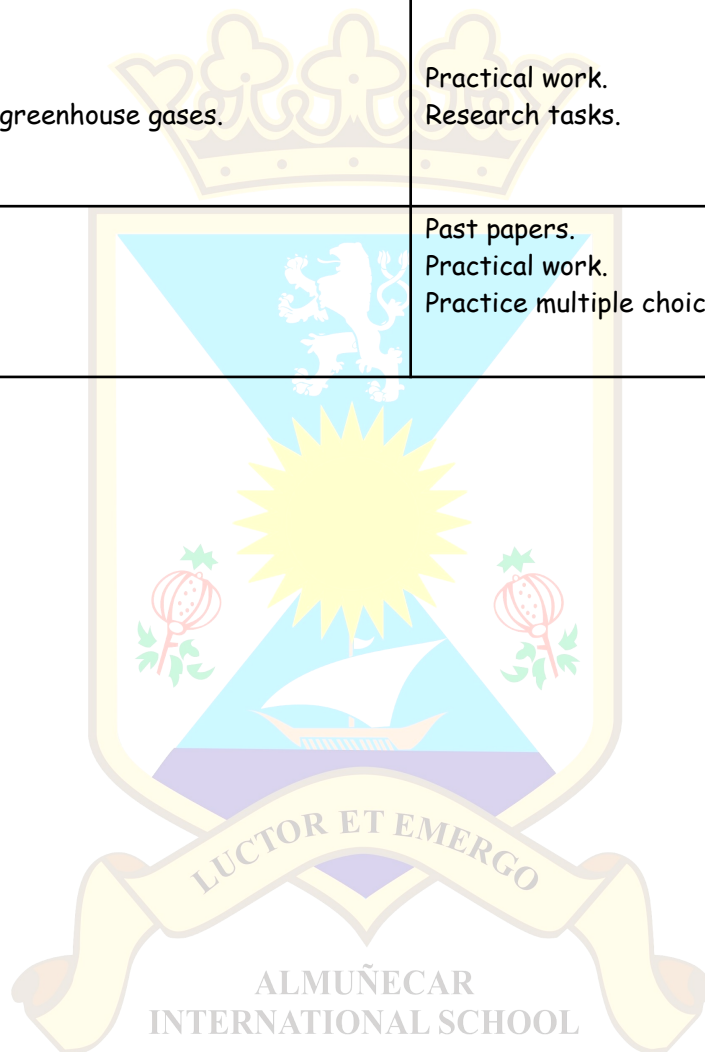
		Sexual reproduction in plants	Solve the exercises and answer the questions in the book and worksheets. R/W	
Dec	Human reproduction	Sexual reproduction in humans Sex hormones in humans Methods of birth control in humans Sexually transmitted infections (STIs)	Diagrams showing the human reproductive system V Animation showing the menstrual cycle V Research about STIs R/W Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Organisms and environment	Energy flow Food chains and food webs Nutrient cycles Nitrogen cycle	Diagrams of food chains from different habitats V Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Human influences on the environment	Population size Food supply Habitat destruction Pollution Conservation	Research about different types of pollution and their effects R/W Discussion about the importance of conservation A Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar June	Revision for the IGCSE exam			Past papers End of year test



Subject: Chemistry igcse Edexcel Edexcel International GCSE Chemistry (2017) Pearson qualifications	Year 11	Teacher: C Thomas
No. of lessons per week: 2	Date: September	2024-25

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	ENERGETICS CHEMICAL EQUILIBRIUM	Exothermic and Endothermic energy profiles, bond energy calculations and uses of such reactions Understanding concept of reversible reactions and the factors that can influence the direction of such reactions	Vi, A, R, W, Ki Vi, A, R, W, Ki	Two tests every half-term. Frequent mini tests at the end of a lesson. Straightforward research tasks.
Nov	ORGANIC CHEMISTRY PRACTICAL	Names and properties of organic compounds. Practice practical skills.	Vi, A, R, W, Ki Team work. A range of practical skills.	Potentially, a previous practical examination.
Dec	UNIT 12 SULFUR UNIT 13 CARBONATES	Sources and uses. Manufacture and uses of lime, calcium carbonate and slaked lime.	Research.	End of topic tests.
Jan	CHEMICAL TESTING	Tests for gases, cations and anions	Practical	See Sept.

Feb.	AIR AND WATER	pollutants, fertilisers, greenhouse gases.	Practical work. Research tasks.	
Mar to May	REVIEW	Revision	Past papers. Practical work. Practice multiple choice techniques.	Mock tests; papers

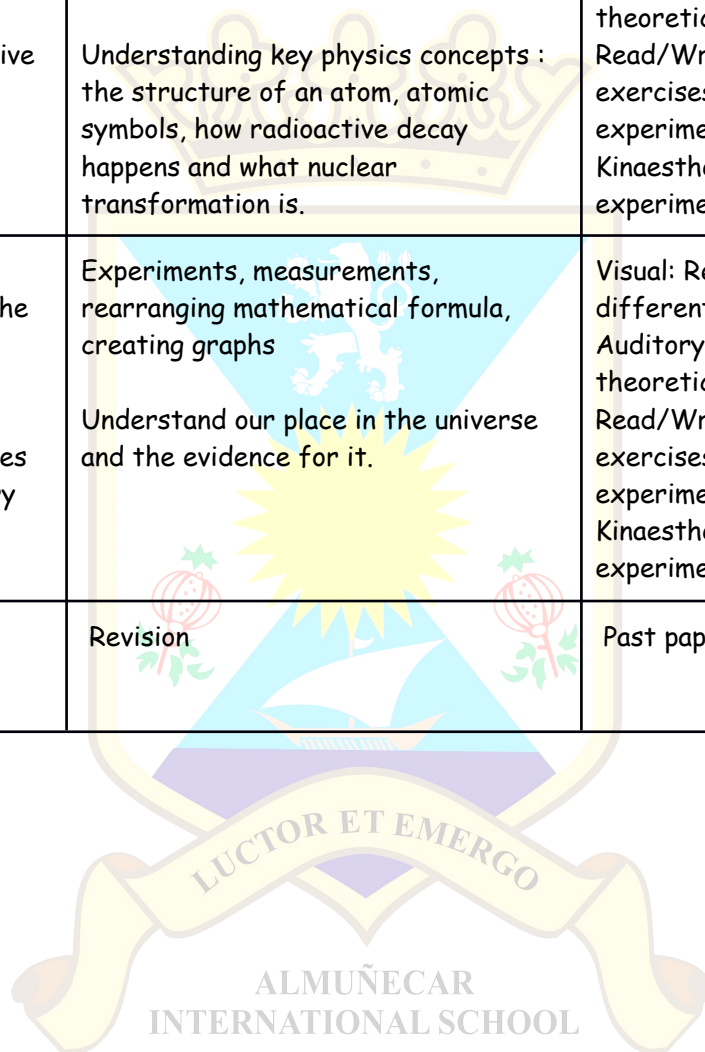


Physics: See plan below for Physics ([Edexcel IGCSE \(9-1\)](#) - 4PH1)

Subject: Physics	Year 11	Jose Antonio Garciolo Garcia
No. of lessons per week: 2	Date:	2024-25

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc
September October November	Topic 5 : Solid Liquid and Gases <ul style="list-style-type: none"> Describe density and pressure Explain specific heat capacity Use the ideal gas laws 	Experiments, measurements, rearranging mathematical formula Understanding key physics concepts : What causes change of state, how to calculate impact on temperature, how to use ideal gas laws	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.	<ul style="list-style-type: none"> Exercises from workbook chapters 5 Homework and exercises in class Experimental skills in class Worksheet and past paper questions
December January	Topic 6 : Magnetism and electromagnetism <ul style="list-style-type: none"> Describe magnetism and magnets Describe the relationship between magnet and current Explain the motor effect Explain generators and Transformers 	Experiments, measurements, rearranging mathematical formula Understanding key physics concepts : Attraction, repulsion of magnetic poles and the fields they create How current can create a magnetic field and how this field can be used in motors, generators and transformers	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class..	<ul style="list-style-type: none"> Exercises from workbook chapters 6 Homework and exercises in class Experimental skills in class Worksheet and past paper questions

February March	Topic 7 : Radioactivity and particles <ul style="list-style-type: none"> Describe structure of an atom Explain Radioactivity Explain how to use radioactive materials safely Explain fusion and fission 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding key physics concepts : the structure of an atom, atomic symbols, how radioactive decay happens and what nuclear transformation is.</p>	<p>Visual: Reading scales of different instruments</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class.</p>	<ul style="list-style-type: none"> Exercises from workbook chapters 7 Homework and exercises in class Worksheet and past paper questions
March	Topic 8 : Astrophysics <ul style="list-style-type: none"> The earth and its place in the universe Explain what an orbit is How stars evolve Describe how universe evolves Describe the big bang theory 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understand our place in the universe and the evidence for it.</p>	<p>Visual: Reading scales of different instruments</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class.</p>	<ul style="list-style-type: none"> Exercises from workbook chapters 8 Homework and exercises in class
April May	Exam Revision of all Units 1-8	Revision	Past papers	External exams



Subject: Coordinated Science	Year 11	Teacher: To be introduced later in the year if appropriate for some pupils
No. of lessons per week:	Date:	2024-25

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	Coordination and response	Coordination in animals The human nervous system Receptors The endocrine system	Draw a diagram with annotated labels of a motor neurone. Illustrate the positions of the brain, spinal cord and peripheral nerves in the body. V Dissection of a cow's eye K Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Oct	Coordination and response Homeostasis	Coordination and response in plants Maintaining the internal environment Control of body temperature Control of blood glucose concentration	Experiments using seeds K/V Work on the questions and exercises from the book and worksheets R/W Discuss the importance of an internal steady state A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Reproduction in plants	Asexual and sexual reproduction Sexual reproduction in plants Flowers and pollination Germination Dispersal	Prepare plates that have had bacterial colonies grown on them can be set up by the class K Discuss differences between sexual and asexual reproduction A Dissection of a flower K Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Dec	Reproduction in humans	Human reproductive organs Fertilisation and development The menstrual cycle Birth control	Diagrams and models can be used to illustrate the structure of the male and female reproductive systems V	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

		Sexually transmitted diseases	Discuss the importance of birth control methods and the impact of sexually transmitted diseases on human health A Work on the questions and exercises from the book and worksheets R/W	
Jan	Inheritance	Chromosomes Cell division DNA and protein synthesis	Compare mitosis and meiosis A/W Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Energy flow	Ecology Energy flow Nutrient cycles Population size	Discuss the importance of each link in the food chain A Build diagrams picturing the nutrient cycles and different food chains from different habitats. K/V Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
March	Human influences on the environment	Food production Habitat destruction Pollution Conservation	Differentiate between different types and causes of pollution. R/W Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Apr June	Revision for the IGCSE		Revise the exam topics Work on past papers	End of year test

Subject: Global Perspectives Cambridge 0457	Year 11	Teacher: Mr Galiana
No. of lessons per week: 3	Date:	2024-25

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	
September October	Family and demographic change Coursework	China and the US Types of family group Childcare and work Life expectancy Family changes Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research
October November	Disease and health Coursework	AIDS Ebola Africa in 2020 Covid-19 and inequality Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan Practice how to select relevant, reliable information using an internet search	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research The project should show evidence that students have worked with students from another culture, community or country. Group production of a project plan.

November December	Trade and aid Coursework	<p>What is Trade?</p> <p>What evidence is there that this is a global issue?</p> <p>Practice how to select relevant, reliable information using an internet search</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Exam</p> <p>Practice exam paper</p> <p>The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
December January	Conflict and peace	<p>ISIS</p> <p>9/11</p> <p>Ukraine</p> <p>Bullying</p> <p>Personal response</p> <p>What do we know about the global issues on this topic</p> <p>What could I/we/they do about it to prevent it/improve/maintain,</p> <p>How might we resolve, eradicate, promote?</p> <p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p> <p>Collect detailed digital photographs</p> <p>Put together an exhibition or poster showing the different perspectives of how different wars are in different continents</p> <p>commentary</p>	<p>Exercise books</p> <p>Individual research</p>
January February	Language and communication	<p>What is communication</p> <p>IT and language</p> <p>What international organisations work on this issue</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p>	<p>Exercise books</p> <p>Essay</p> <p>Group research</p>

			Debates	
February March	Urbanization	China Spanish crisis Challenges of rapid urbanization Urban poverty Design own questions for research Plan and design own essay and response to this issue	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Individual research
March April	Coursework Preparations for IGCSE exams Review Year 10 and Year 11 topics	Plan and design the final coursework Same competencies during September-April Critical thinking skills review	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Contact other schools and organizations Demonstrate understanding of this issue on a global scale	Exercise books Essays
April May	Preparations for IGCSE exams	Writing past papers under exam conditions Same competencies during September-April Critical thinking skills review	Past paper practice	Exercise books Essays
June	Preparations for IGCSE exams	Same competencies during September-April	Past paper practice	Final exam Final research

		Writing past papers under exam conditions		
		Critical thinking skills review		



2024-25 [Contents](#)

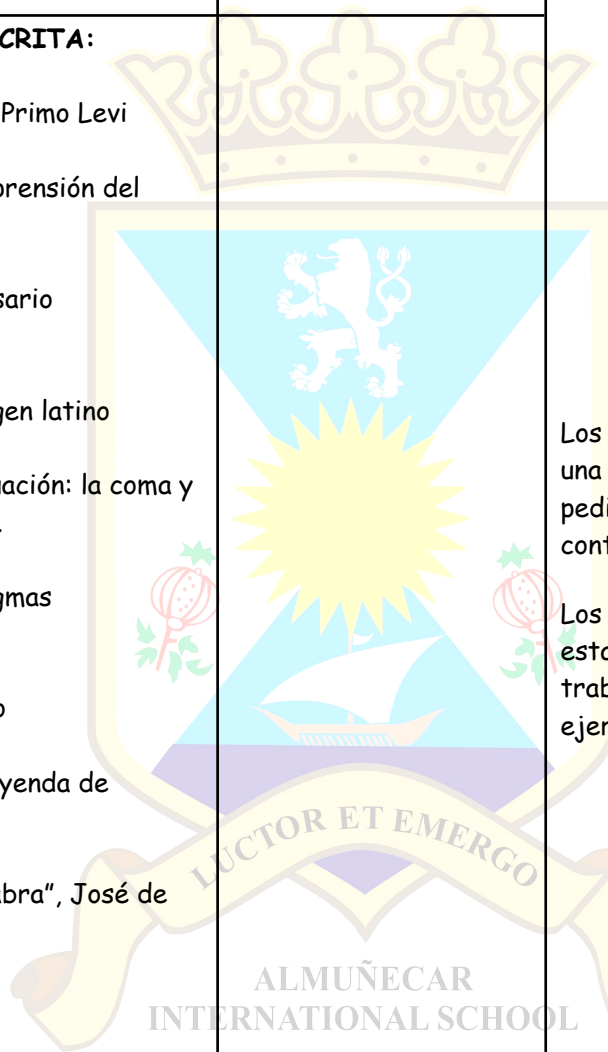
Subject: Geography	Year 11	Teacher: Sarah Wilde
No. of lessons per week: 3	Date: 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Assessment Criteria; tests/ projects etc.
Sept-Oct	Theme 3 ECONOMIC DEVELOPMENT	Revision of topics from last year- population/settlement and rivers/coasts. Indicators of Development Identifying inequalities Classifying production Employment structures	Auditory : Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Use of video to learn about case studies and other topics.	Continuous teacher / self and peer assessment of written work and discussions. Past Paper Qs. Mock exams - Nov Final Exam - May
Oct-Nov	Theme 3 ECONOMIC DEVELOPMENT	Globalisation Case study (a transnational corporation) Agricultural systems Case study (a local farm on the Costa Tropical, Andalusia)	Read / Write: Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's do homework regularly to practise exam style questions and other topics.	

Nov-Dec	Theme 3 ECONOMIC DEVELOPMENT	Food shortages Case study (food shortages in Darfur, Sudan) Industrial systems Industrial locations Cast study (Pakistan steel company)	Visual: Using a variety of image-based resources including maps, tables and graphs. Use of textbooks with photos and teacher's slide shows for each topic.	Mock exams in November.
Jan-Feb	Theme 3 ECONOMIC DEVELOPMENT	Tourism The growth of tourism Benefits and disadvantage of tourism Managing tourism for sustainability Cast study (Barcelona)	Kinesthetic: field trips: Niguelas (fault lines/plate tectonics) A local farm Almuñecar (farming) Almuñecar (settlements) Barcelona (tourism)	Coursework will be carried out in January with a field trip to Barcelona. Students have to write a 2000 word study on tourism in the city.
Feb-Mar	Theme 3 ECONOMIC DEVELOPMENT	Energy Use and renewables Nuclear power Using water Economic activities and threats		
Mar-Apr	GEOGRAPHICAL SKILLS	Geographical skills OS maps Graphs, pie chart, diagrams, wind rose, climate grapes, compass work Exam style questions		Coursework due to Cambridge
Apr-May		Revision for exams		Final GCSE exam- May

Subject: Spanish Lengua	Year 11	Teacher: Carmen F. Jiménez
No. of lessons per week: 3	Date: 2024-25	

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	Tema 1.	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "Mi abuelo Jerónimo", José Saramago • Comunicación: <ul style="list-style-type: none"> ◦ El texto y sus propiedades ◦ Lo conectores textuales • Saber Hacer <ul style="list-style-type: none"> ◦ Presentarse oralmente <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ El léxico del castellano • Ortografía: <ul style="list-style-type: none"> ◦ Las mayúsculas • Gramática: <ul style="list-style-type: none"> ◦ Clases de palabras <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La Ilustración • Saber Hacer: <ul style="list-style-type: none"> ◦ Componer una fábula en verso • Competencia Literaria: 		<p>Criterios de evaluación</p> <ul style="list-style-type: none"> • Se realizará una prueba de evaluación inicial la primera semana del curso escolar sin calificación para determinar el grado de los conocimientos de los alumnos. • ORTOGRAFÍA: Se descontarán 0.1 puntos cada falta consonántica o por cada falta de acentuación, hasta un máximo de un punto. • Para aprobar cada una de las evaluaciones es obligatorio que el alumno haya leído la lectura obligatoria. Las lecturas obligatorias para el curso 2021/2022 son: <ul style="list-style-type: none"> ◦ 1ª Evaluación: ◦ 2ª Evaluación: ◦ 3ª Evaluación: • Para obtener la calificación final en cada evaluación se aplicarán los siguientes porcentajes: <ul style="list-style-type: none"> ◦ -60% pruebas escritas. ◦ -10% prueba de la lectura obligatoria del trimestre.

		<ul style="list-style-type: none">○ "Las consecuencias del sí", Leandro Fdez, de Moratín		<ul style="list-style-type: none">○ -10% exposición oral trimestral.○ -10% producción de textos escritos.○ -10% trabajo de clase/casa
Octubre	Tema 2.	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none">● Competencia Lectora:<ul style="list-style-type: none">○ "Un día bueno", Primo Levi● Comunicación:<ul style="list-style-type: none">○ Creación y comprensión del texto● Saber Hacer<ul style="list-style-type: none">○ Elaborar un glosario <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none">● Léxico:<ul style="list-style-type: none">○ Palabras de origen latino● Ortografía:<ul style="list-style-type: none">○ Signos de puntuación: la coma y el punto y coma.● Gramática:<ul style="list-style-type: none">○ Clases de sintagmas <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none">● Literatura<ul style="list-style-type: none">○ El Romanticismo● Saber Hacer:<ul style="list-style-type: none">○ Redactar una leyenda de misterio● Competencia Literaria:<ul style="list-style-type: none">○ "Una boda macabra", José de Espronceda		<ul style="list-style-type: none">● La materia se divide en dos partes claramente diferenciadas: la primera, en Lengua castellana y la segunda en Literatura española. Para poder realizar la nota media entre las dos partes será necesario tener una nota mínima de un tres en cada parte, tener una nota inferior en una de las dos partes significará tener la evaluación suspensa teniendo que recuperar la parte suspendida.● Trabajos de redacción. <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. Se penalizarán las faltas de ortografía.</p> <ul style="list-style-type: none">● Otros trabajos de clase: 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.● Cuadernos de clase. En la corrección de los cuadernos se tendrán en cuenta dos criterios:<ul style="list-style-type: none">➤ <u>Presentación</u> <ul style="list-style-type: none">● Trabajo ordenado.● Libreta limpia y con buena letra.● Epígrafes y títulos del trabajo

			<ul style="list-style-type: none"> En el margen de la libreta, hay que escribir el número de las páginas y 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. <p>➤ <u>Trabajo</u></p> <p>Se tendrá en cuenta que el trabajo esté completo y bien hecho.</p> <ul style="list-style-type: none"> Recuperaciones: Los alumnos que tengan dos evaluaciones o más suspensas, tendrán la oportunidad de una recuperación a finales de curso.
Noviembre	Tema 3.	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> Competencia Lectora: <ul style="list-style-type: none"> "Una idea", Gabriel García Márquez Comunicación: <ul style="list-style-type: none"> Los textos narrativos El estilo indirecto libre Saber Hacer <ul style="list-style-type: none"> Narrar una anécdota <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> Léxico: <ul style="list-style-type: none"> Renovación del léxico Ortografía: <ul style="list-style-type: none"> Signos de puntuación: los dos puntos y las comillas. Gramática: <ul style="list-style-type: none"> Complementos del Verbo <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> Literatura <ul style="list-style-type: none"> El Realismo 	

		<ul style="list-style-type: none"> • Saber Hacer: <ul style="list-style-type: none"> ◦ Escribir un relato realista • Competencia Literaria: <ul style="list-style-type: none"> ◦ "Las quejas de Don Fermín", Leopoldo Alas Clarín 		
Diciembre	Tema 4. Cantares	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "Extrañas criaturas", Albert Sánchez Piñol • Comunicación: <ul style="list-style-type: none"> ◦ Los textos descriptivos • Saber Hacer <ul style="list-style-type: none"> ◦ Escribir un relato <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ Formación de palabras con prefijos • Ortografía: <ul style="list-style-type: none"> ◦ Signos de puntuación: la puntuación de incisos • Gramática: <ul style="list-style-type: none"> ◦ Las oraciones <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ El Modernismo y la Generación del 98 • Saber Hacer: <ul style="list-style-type: none"> ◦ Componer un poema sobre un paisaje • Competencia Literaria: <ul style="list-style-type: none"> ◦ "El viajero", Antonio Machado 		
		<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: 		

Enero	Tema 5.	<ul style="list-style-type: none"> ○ "El graffiti ecológico", Albert Sánchez Piñol ● Comunicación: <ul style="list-style-type: none"> ○ Los textos instructivos ○ Los tutoriales ● Saber Hacer <ul style="list-style-type: none"> ○ Explicar un proceso <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> ● Léxico: <ul style="list-style-type: none"> ○ Formación de palabras con sufijos ● Ortografía: <ul style="list-style-type: none"> ○ Acentuación de diptongos, triptongos e hiatos ● Gramática: <ul style="list-style-type: none"> ○ Clases de oraciones <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> ● Literatura <ul style="list-style-type: none"> ○ Novecentismo y Vanguardias ● Saber Hacer: <ul style="list-style-type: none"> ○ Escribir greguerías ● Competencia Literaria: <ul style="list-style-type: none"> ○ "Yo no volveré ", Juan Ramón Jiménez 	Visual, Auditory, Read / Write,	
Febrero	Tema 6.	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> ● Competencia Lectora: <ul style="list-style-type: none"> ○ "Viajes en el tiempo", J. Richard Gott ● Comunicación: <ul style="list-style-type: none"> ○ Los textos expositivos ● Saber Hacer <ul style="list-style-type: none"> ○ Preparar una exposición oral <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> ● Léxico: <ul style="list-style-type: none"> ○ Locuciones y frases hechas 	ALMUÑECAR INTERNATIONAL SCHOOL	

		<ul style="list-style-type: none"> • Ortografía: <ul style="list-style-type: none"> ◦ Acentuación diacrítica • Gramática: <ul style="list-style-type: none"> ◦ La oración compuesta EDUCACIÓN LITERARIA <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La Generación del 27 • Saber Hacer: <ul style="list-style-type: none"> ◦ Elaborar imágenes literarias surrealistas • Competencia Literaria: <ul style="list-style-type: none"> ◦ "Adela se enfrenta a su madre", Federico García Lorca 		
Marzo	Tema 7.	COMUNICACIÓN ORAL y ESCRITA: <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "Vida real", Adrian Paenzat • Comunicación: <ul style="list-style-type: none"> ◦ Los textos argumentativos ◦ El ensayo • Saber Hacer <ul style="list-style-type: none"> ◦ Redactar una reclamación ESTUDIO DE LA LENGUA <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ Polisemia y Homonimia • Ortografía: <ul style="list-style-type: none"> ◦ Acentuación de compuestos • Gramática: <ul style="list-style-type: none"> ◦ Oraciones coordinadas y yuxtapuestas EDUCACIÓN LITERARIA <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La poesía de posguerra • Saber Hacer: <ul style="list-style-type: none"> ◦ Componer un poema en verso libre • Competencia Literaria: 		

		<ul style="list-style-type: none"> ◦ "Voz de lo negro ",Blas de Otero 		
Abril	Tema 8.	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "No mendigo risas", Jesús Ruiz Mantilla • Comunicación: <ul style="list-style-type: none"> ◦ Los textos dialogados ◦ Rasgos paralingüísticos del diálogo • Saber Hacer <ul style="list-style-type: none"> ◦ Escribir una escena teatral <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ Sinonimia y antonimia • Ortografía: <ul style="list-style-type: none"> ◦ Secuencias de una o más palabras • Gramática: <ul style="list-style-type: none"> ◦ La subordinación sustantiva <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La novela de postguerra • Saber Hacer: <ul style="list-style-type: none"> ◦ Narrar un monólogo interior • Competencia Literaria: <ul style="list-style-type: none"> ◦ "Daniel, el Mochuelo ",Miguel Delibes 		

Mayo	Tema 9	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "Una generación de malalas", Belén Hernández • Comunicación: <ul style="list-style-type: none"> ◦ Los géneros periodísticos ◦ La infografía • Saber Hacer <ul style="list-style-type: none"> ◦ Elaborar un reportaje audiovisual <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ Hiperonimia e hiponimia • Ortografía: <ul style="list-style-type: none"> ◦ Secuencias de una o más palabras • Gramática: <ul style="list-style-type: none"> ◦ La subordinación adjetiva <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La teatro de postguerra • Saber Hacer: <ul style="list-style-type: none"> ◦ Realizar un trabajo sobre una compañía teatral • Competencia Literaria: <ul style="list-style-type: none"> ◦ "El cobrador de la luz ",Antonio Buero Vallejo 	<p>Visual, Auditory, Read / Write,</p> <p>Igual que en el primer trimestre.</p>
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Junio	Tema 10	<p>COMUNICACIÓN ORAL y ESCRITA:</p> <ul style="list-style-type: none"> • Competencia Lectora: <ul style="list-style-type: none"> ◦ "300.000 energúmenos", Rosa Montero • Comunicación: <ul style="list-style-type: none"> ◦ Los géneros periodísticos • Saber Hacer <ul style="list-style-type: none"> ◦ Escribir un artículo de opinión <p>ESTUDIO DE LA LENGUA</p> <ul style="list-style-type: none"> • Léxico: <ul style="list-style-type: none"> ◦ Significado connotativo y denotativo • Ortografía: <ul style="list-style-type: none"> ◦ Ortografía de las formas verbales • Gramática: <ul style="list-style-type: none"> ◦ La subordinación adverbial <p>EDUCACIÓN LITERARIA</p> <ul style="list-style-type: none"> • Literatura <ul style="list-style-type: none"> ◦ La novela actual • Saber Hacer: <ul style="list-style-type: none"> ◦ Escribir una escena teatral basada en una noticia • Competencia Literaria: <ul style="list-style-type: none"> ◦ "La ducha ",Antonio Muñoz Molina 		
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Subject: Sociales	Year 11	Teacher: Mr Galiana
No. of lessons per week: 3	Date: 2024-25	

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	En cada trimestre, el alumnado deberá realizar un <u>trabajo de investigación</u> basado en los contenidos propuestos (individual o de grupo), que posteriormente será expuesto en clase.
Septiembre	1. La crisis del Antiguo Régimen	<ul style="list-style-type: none"> • El Antiguo Régimen • Formas de Gobierno en el siglo XVIII • Ilustración y crítica del Antiguo Régimen • La Guerra de Sucesión • El despotismo ilustrado en España 	<ul style="list-style-type: none"> • Analizar la sociedad estamental a través de escenas de películas. • Debate sobre la monarquía absoluta • Monarquías en la actualidad • Analizar fuentes y textos relacionados con la Ilustración 	En cada una de las unidades didácticas 2-14 el alumnado realizará una serie de <u>tareas</u> basadas en los contenidos tratados.
Octubre	2. Revoluciones liberales y nacionalismos	<ul style="list-style-type: none"> • Revolución Americana • El comienzo de la Revolución Francesa • Radicalización de la Revolución • La Europa napoleónica • La Restauración • Nuevas oleadas revolucionarias • Los nacionalismos. Unificación de Italia. • La unificación de Alemania 	<ul style="list-style-type: none"> • Interpretar una caricatura del Congreso de Viena • Interpretar las revoluciones a través de la pintura 	Al final de cada unidad se realizará una <u>prueba objetiva</u> . Si el alumno no supera la prueba escrita o la recuperaciones, con 5 puntos sobre 10, tendrá una nueva posibilidad en la evaluación extraordinaria.
Noviembre	3. Revolución Industrial y los cambios sociales	<ul style="list-style-type: none"> • El origen de la Revolución Industrial • La Primera Revolución Industrial • La revolución de los transportes 	<ul style="list-style-type: none"> • Analizar el impacto del ferrocarril • Analizar las migraciones del siglo XIX 	

		<ul style="list-style-type: none"> • La Segunda Revolución Industrial • La expansión de la Revolución Industrial • Los efectos de la industrialización en la población • La sociedad de clases. Las clases altas • Las clases medias y bajas • El nacimiento del movimiento obrero 	<ul style="list-style-type: none"> • Comparar formas de vida a través de la pintura • Comparar las ideologías marxista y anarquista 	
Diciembre	4. Imperialismo, guerra y revolución	<ul style="list-style-type: none"> • Las grandes potencias en la segunda mitad del siglo XIX • Los factores del imperialismo • Los grandes imperios coloniales • La administración colonial y sus efectos • El origen de la Primera Guerra Mundial • El desarrollo de la guerra • Las consecuencias de la Primera Guerra Mundial • Los orígenes de la Revolución rusa • Las revoluciones de 1917 y la guerra civil en Rusia 	<ul style="list-style-type: none"> • Interpretar una caricatura sobre el colonialismo • Analizar los cambios territoriales tras la Primera Guerra Mundial • Interpretar carteles de propaganda política 	
Enero	5. El mundo de entreguerras	<ul style="list-style-type: none"> • La frágil recuperación de los años veinte • La Gran Depresión de los años treinta • El ascenso de los totalitarismos • La Italia fascista • Los orígenes del nazismo • La Alemania nazi: un régimen totalitario • La formación de la URSS (1922-1929) • La dictadura de Stalin (1929-1953) 	<ul style="list-style-type: none"> • Obtener información histórica de una novela • Analizar la formación de la URSS 	
Febrero	6. La Segunda Guerra Mundial	<ul style="list-style-type: none"> • Las causas y el detonante de la guerra • La ofensiva del Eje (1939-1941) • La victoria aliada (1942-1945) • El Holocausto 	<ul style="list-style-type: none"> • Analizar los cambios territoriales después de la Segunda Guerra Mundial 	

		<ul style="list-style-type: none"> • La organización de la paz • Las consecuencias de la guerra 		
Marzo	7. La Guerra Fría	<ul style="list-style-type: none"> • La génesis de la Guerra Fría • Los bloques de la Guerra Fría • De los inicios a la coexistencia pacífica (1947-1953) • De la coexistencia pacífica a la crisis de los misiles (1953-1962) • De la máxima tensión a la crisis (1963-1973) • El rebrote y el final de la Guerra Fría (1973-1991) 	<ul style="list-style-type: none"> • Interpretar una caricatura sobre la Guerra Fría • Analizar la división del mundo en bloques 	
Abril	8. La descolonización y el Tercer Mundo	<ul style="list-style-type: none"> • La descolonización • La descolonización de Asia y Oceanía • Oriente Próximo • La descolonización de África • El nacimiento del Tercer Mundo 	<ul style="list-style-type: none"> • Interpretar una caricatura sobre la descolonización 	
Mayo	9. El mundo desde 1945 hasta la actualidad	<ul style="list-style-type: none"> • Europa occidental: democracia y cambio social • La Unión Europea, una iniciativa original • Estados Unidos, una gran potencia • Europa del Este: la URSS y las democracias populares • La desaparición del bloque comunista • El desarrollo de Asia oriental • Tensiones y conflictos en América Latina • Tensiones y conflictos en Asia y África • Las potencias emergentes en el siglo XXI • El mundo islámico, un espacio en tensión • El mundo actual: un mundo globalizado • Retos y problemas del siglo XXI 	<ul style="list-style-type: none"> • Comparar el mapa de Europa en 1988 con el de la Europa actual • Analizar un gráfico sobre la procedencia de los refugiados 	

Junio	10. España: de la dictadura a la democracia	<ul style="list-style-type: none">• Los primeros años del franquismo• Afianzamiento del régimen y desarrollismo• El final de la dictadura• Una transición sin ruptura• La Constitución de 1978 y el Estado de las Autonomías• Los Gobiernos del PSOE (1982-1996)• La alternancia PP-PSOE (1996-2015)• Cambios económicos y sociales en España	<ul style="list-style-type: none">• Analizar el crecimiento económico a través de gráficos• Analizar la organización territorial de España• Comparar gráficos electoral.	
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Subject: French	Year 11	Teacher: V Bernard
No. of lessons per week: 3	Date:	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Around one unit a month		<p>Teaching & Learning Styles (VARK):</p> <p>In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.</p> <p>E.g 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: Acting up transitional language, miming for new words, thinking skills exercises</p> <p>VARK also included in the use of digital textbook and interactive exercises from Kerboodle</p>		
Sept/Oct	Revisions	Revision: Habits and customs- festivals Home, town, neighbourhood and region	Teaching & Learning Styles (VARK):	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.
	7. Global issues	Discussing environmental problems and their solutions Making use of social and cultural context when listening Discussing global issues Discussing inequality Agreeing and disagreeing in a discussion Discussing poverty in the world Dealing with longer texts	<p>Visual: use of pictures/videos and PowerPoint to revise family members for example</p> <p>Auditory: Listening exercises in textbook, assessment</p> <p>Read/Write: basic and extended exercises in textbook</p> <p>Kinaesthetic: Multimedia use, documentary making</p>	End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback
November	8. Travel and tourism	Talking about holiday preferences Sequencing words and phrases Paraphrasing Describing holidays in detail	Teaching & Learning Styles (VARK):	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.
			<p>Visual: use of pictures/videos and PowerPoint</p>	

		<p>Adding complexity to written and spoken language</p> <p>Talking about visiting different places in France</p> <p>Recognising cognates and near-cognates when reading</p> <p>Talking about visiting French towns and cities Using three time frames: past, present and future Reading for gist</p>	<p>Auditory: Listening exercises in textbook assessment</p> <p>Read/Write: basic and extended exercises in textbook/book software</p> <p>Kinaesthetic:Multimedia use</p>	<p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
December/ January	<p>9. My study</p> <p>Mock examination</p>	<p>Tenses revision</p> <p>Vocabulary revision</p> <p>Mock exams preparation</p> <p>Describing a day in school</p> <p>Describing physical properties</p> <p>Describing school life in different countries</p> <p>Pointing and demonstration</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint</p> <p>Auditory: Listening exercises in textbook assessment</p> <p>Read/Write: basic and extended exercises in textbook/book software</p> <p>Kinaesthetic:Describing, making and bringing your favourite world food dish</p> <p>Multimedia use-Powerpoint presentation of an Extreme sport of their choice</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
February	<p>10. Life at school and college</p>	<p>Talking about school rules and uniform</p> <p>Using visual and verbal context in reading</p> <p>Talking about your ideal school</p> <p>Revision of the conditional Time phrases</p> <p>Using more than one tense in the same sentence</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint</p> <p>Auditory: Listening exercises in textbook assessment</p> <p>Read/Write: basic and extended exercises in textbook/book software</p> <p>Kinaesthetic:Multimedia use.School survey on how to improve your school</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>

March	11.Education post-16,	<p>Talking about future options</p> <p>Revision of si clauses in the present tense</p> <p>Si clauses with the future tense</p> <p>Ignoring words which are not needed in listening tests</p> <p>Discussing university and apprenticeships</p> <p>Using quand clauses with the future tense</p> <p>Two-verb structures</p> <p>Being aware of faux amis when translating into English</p> <p>French to English/ English to French Translation practice</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint to revise family members for example</p> <p>Auditory: Listening exercises in textbook, assessment</p> <p>Read/Write: basic and extended exercises in textbook</p> <p>Kinaesthetic: Multimedia use; Magazine pagenews about Usain Bolt house; Finding your French twin town</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
April	12.Jobs, career choices and ambitions	<p>Discussing how to get a job</p> <p>The passive voice in the present tense</p> <p>Revision of comparatives and superlatives</p> <p>Using qui and que to help you refer to something</p> <p>Talking about the advantages and disadvantages of jobs</p> <p>Avoiding the passive & Recognising the passive in the past and the future</p> <p>Using French idioms</p> <p>Speaking preparation</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint to revise family members for example</p> <p>Auditory: Listening exercises in textbook, assessment</p> <p>Read/Write: basic and extended exercises in textbook</p> <p>Kinaesthetic: Multimedia use</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>Exam papers practice</p> <p>End of year assessment</p>
May/June	Revision and exam practice	<p>Speaking preparation</p> <p>Catch up sessions on topics</p> <p>Revision of first part of topics</p> <p>Reading practice</p> <p>Listening Practice</p> <p>Revision of second part of topics</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Teaching & Learning Styles (VARK):</p> <p>Various exam techniques based on VARK</p>	<p>Exam papers practice</p> <p>End of year assessment</p>

		Focus on remaining skills Writing practice		
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Subject: German AQA 8668	Year 11	Teacher: Victoria Bautista Lenkeit
No. of lessons per week: 3	Date: 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<p>Around one unit a month [depending on students' needs]</p> <p>Revision of grammar / skills as and when necessary</p> <p>Past paper practice (topic related - skills related)</p>		<p>Teaching & Learning Styles (VARK): Visual / Auditory / Read / Write / Kinaesthetic: Modern Foreign Languages teaching and learning requires activities providing for these four learning styles in every lesson. E.g.:</p> <p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, listening to class-mates, drilling from teacher Read/Write: Included in textbook practice and part of MFL assessment, past papers Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises</p>		
Sept / (Oct)	Revision Unit 5: Where I live	Describing your town saying what you can do there; Giving detail about your home town and local area; Expressing likes and dislikes and positive and negative opinions	Reading, listening, speaking and writing exercises; Presentations about home towns; Writing a text about your home town expressing likes and dislikes, advantages and disadvantages.	Exercise books Vocabulary tests Presentations Written texts
Oct/ Nov	Revision Unit 6: Social issues	Talking about doing charity work Talking about healthy eating and drinking and saying how to keep fit and healthy;	Reading, listening, speaking and writing exercises; Presentations about own fitness and eating habits;	Exercise books Vocabulary test Presentations

		Talking about and giving advice on unhealthy lifestyles using modal verbs;	Writing a text giving advice on healthy living;	
Nov/ Dec	Revision Unit 7: Global issues	Talking about helping the environment at home Talking about local environmental problems Talking about living in poverty Talking about homeless people	Reading, listening, speaking and writing exercises; Dialogues and writing about how to help the environment and homeless people.	Exercise books Vocabulary tests Speaking, Listening , Reading and Writing
Dec	MOCKS	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers
Jan	Unit 8: Travel and tourism	Talking about the weather on holiday Talking about accommodation Talking about German-speaking countries Talking about city breaks	Reading, listening, speaking and writing exercises Role plays about going on holidays;	Exercise books Vocabulary tests Role plays
Feb	Unit 9: My studies	Giving opinions about school Revising subjects Describing your school	Reading, listening, speaking and writing exercises;	Exercise books Vocabulary tests
Mar	Unit 10: Life at school/college	Talking about school uniform and timetables Describing a typical school day Talking about the different rules at school	Reading, listening, speaking and writing exercises;	Exercise books Vocabulary tests
April	Unit 11: Education post-16	Talking about post-16 choices Revising the future tense Making choices about university or career	Reading, listening, speaking and writing exercises;	Vocabulary test Exercise books
May	Unit 12: Jobs, career choices and ambitions	Discussing future jobs and career Talking about choosing a career	Reading, listening, speaking and writing exercises;	Vocabulary test Exercise books

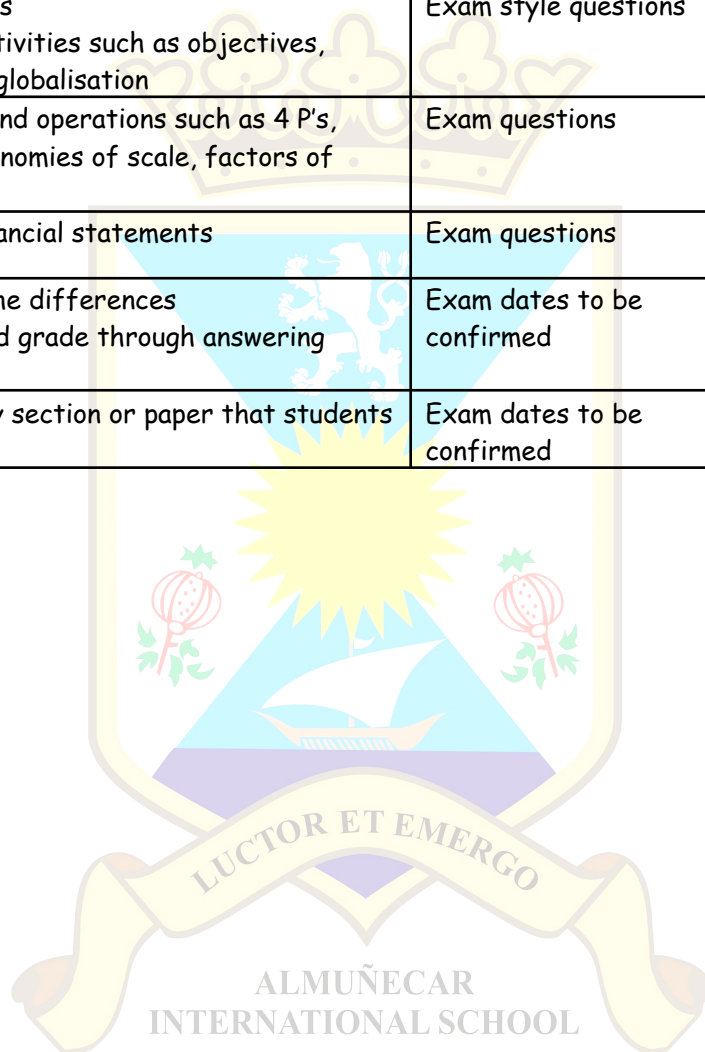
June	Revisions and preparation for IGCSE exams	Revisions and Past paper practice	Listening, Reading and Writing past papers	Vocabulary tests Past papers
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Subject: Business Studies	Year 11	Teacher: Miguel Angel Vera Ortega
No. of lessons per week: 3	Date: 2024-25	International Edexcel Syllabus: 4BS1

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts, skills that are taught for each topic are application, analysis and evaluation.	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	This subject is examined by short answer questions, essays and case studies. Assessment will be a range of the above to make sure they are fully prepared. Students will also be receiving homework to reinforce what was taught in Year 10 and any specific problem areas will be addressed in lesson.
September	Finance	Students will be learning and practicing sources of finance cashflow forecasts, costs	Case studies Exam questions Construction and analysis	Textbook activities exam style questions paper 1 & 2
October	Finance	Students will be learning and practicing Financial concepts these will include break even, income statements, statement of financial position and ratios	Exam papers	Mock exam prep
November	finance	Students will be learning the use of financial documents	Case study Exam style questions	Mock exam
December	operations	Economies and diseconomies of scale Production and productivity Lean production	Case study Exam style questions	Textbook activities exam style questions paper 1 & 2
January	operations	Technology in production Factors of production quality	Case study Exam style questions	Textbook activities exam style questions paper 1 & 2

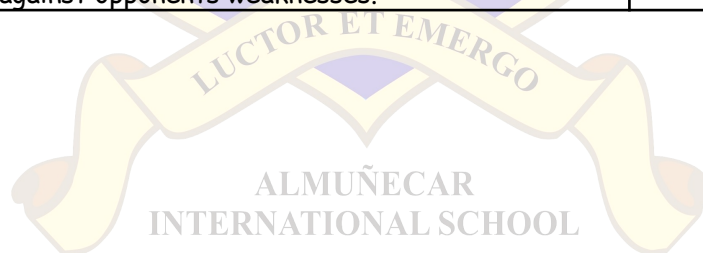
February	revision	Topics in people such as recruitment and selection, training, legal controls Topics in business activities such as objectives, types of businesses, globalisation	Case study Exam style questions	Textbook activities exam style questions paper 1 & 2
March	revision	Topics in marketing and operations such as 4 P's, market research, economies of scale, factors of production	Exam questions	past papers
April	revision	Topics in finance, financial statements	Exam questions	past papers
May	revision	Paper 1 & paper 2 - the differences How to achieve a good grade through answering techniques	Exam dates to be confirmed	past papers
June	revision	Exam revision for any section or paper that students are struggling with	Exam dates to be confirmed	past papers



Subject: PE	Year 11	Teacher: Nick Lavin
No. of lessons per week: 1	Date:	2024-25

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	
September and October	Fitness Testing/Rounders/ OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs specific to a sporting goal and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges and deliver to the rest of the group. Understand the rules and implement techniques into ultimate game play	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.	Production of training programmes specific to a sport, end of unit assessment. Peer evaluation.
November/ December	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.		Evaluation of training programmes. End of unit assessment. Peer evaluation.
January	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. Knowledge of positions. Different attributes required for each position.		End of unit practical assessment. Peer evaluations.
February	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Development of choreography techniques to include technical language. Body awareness and developing movement skills. Developing some choreography skills or		Graded delivery of coaching plans. Peer evaluation.

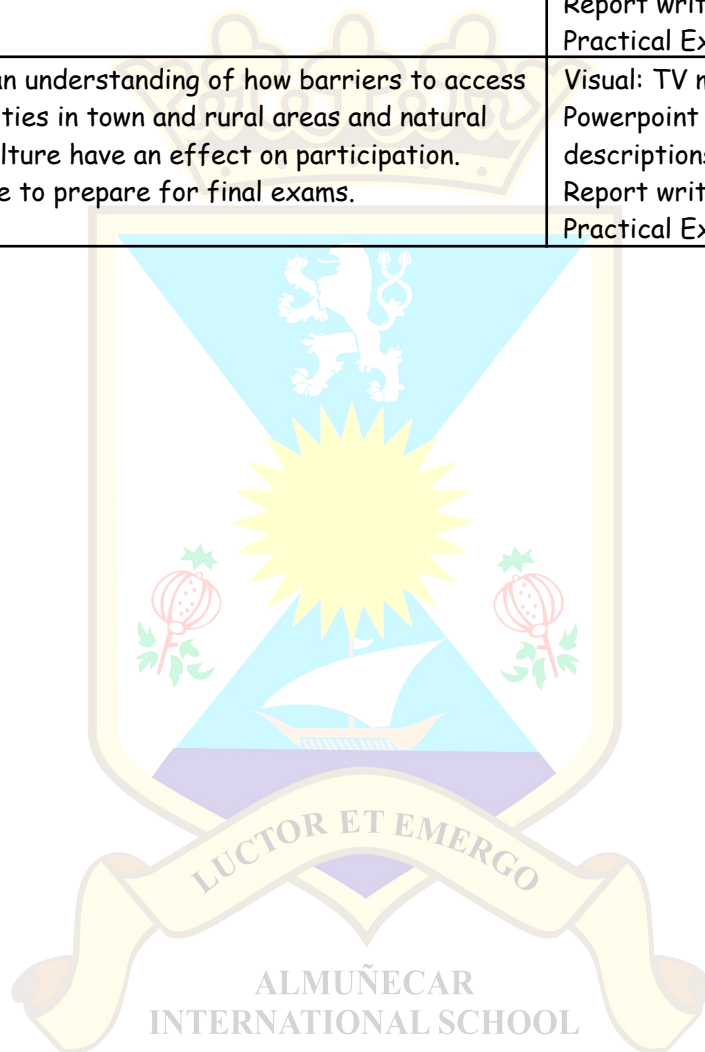
		planning skills. Be able to choreograph or plan a performance and deliver to small groups		
March	Hockey/ Cricket	Development of hockey skills related to stick management. Cricket and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay. Understand fielding positions in Cricket, tactics in pairs batting. Position awareness in Hockey.. Umpiring abilities in Hockey and Cricket development.		End of unit assessment. Peer evaluation.
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. Identify and plan for training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal and written feedback on training requirements.
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. Select positions and understand different roles, feed to the setter. Manage a full game independently with high positional and tactical level of understanding.		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. Umpire skill development. Develop attacking and defensive tactics. Play tactically against opponents weaknesses.		End of unit practical assessment. Peer evaluations. Ranked competition.



Subject: Sports Science GCSE Phys Ed AQA spec 8582	Year 11	Teacher: Nick Lavin
No. of lessons per week: 4	Date: 2024-25	

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	
September / October	the World Health Organisation (WHO) Health definition Diet Energy requirements Safety in Sport	Pupils should work in groups to discuss what health means to them and arrive at a simple definition. They can then compare this definition with the WHO definition of health - a state of complete physical, mental and social well-being. Ask pupils to take each of the well-being terms mentioned in and explain in more detail what they think they mean. Pupils should be taught the essential nutrients in a balanced diet. They might then devise a table or chart to explain which products supply these nutrients. An excerpt from the film 'supersize me' could be used to illustrate how eating one form of any food only, isn't healthy and that balance is required in a diet. Pupils should be required to explain the importance of each nutrient to a balanced diet in promoting good health by asking such questions as - Why is fibre an essential part of any diet? Students produce risk assessments and perform basic first aid role plays.	Teaching & Learning Styles (VARK): Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	End of topic test, inclusion in analysis coursework.
November / December	Participation and Excellence	Students develop an understanding of why people participate in Sport and the variation between participating for health reasons and developing through excellence pathways into professional sports players. Research different people and why they participate in Sport	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Research work. End of topic test. Individual verbal feedback.

January to March	Analysis of Performance	Coursework piece, students analyse another students practical performance and develop training programs and insight on how to maintain their strengths and develop their weaknesses.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Written or video coursework piece.
March to June	Access to Sport Revision	Students develop an understanding of how barriers to access sport such as facilities in town and rural areas and natural environments or culture have an effect on participation. Revision programme to prepare for final exams.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Topic test, practice exam questions. Video assessment of four strongest practical activities.



Subject: Spanish 2nd Language	Year 11 IGCSE Edexcel International	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 5	Date: 2024-25	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles Teaching & Learning Styles (VARK):	Assessment Criteria; tests/ projects etc.
September- December	1 Mi vida en casa y en el colegio	<p>1.1 House and Home Describing where you live, your house and what members of family do in rooms in the house. Grammar: Present tense: regular verbs Adjective agreement Prepositions of place</p> <p>1.2 School Life and Routine Describing timetable and subjects, daily routine at school, school building and facilities. Grammar: Present tense: radical changing verbs, irregular verbs</p> <p>1.3 Food and Drinks Talking about food and drinks you normally have. Giving opinions on international food. Grammar: Interrogative pronouns Idiomatic verbs: Me gusta(n) etc.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, etc.</p> <p>Kinesthetic: Role-Plays, TPR</p> <p>Read /Write: exercises from textbook Spanish for Edexcel International GCSE</p> <p>Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE exam papers Listening 2 IGCSE exam papers Reading</p>

		<p>1.4 Common Ailments and Healthy Lifestyles Considering what healthy diet consists of. Talking about how you feel and health. Describing ways of keeping fit and healthy lifestyles. Grammar: Idiomatic verbs(2): Me duele(n) etc. Expressions with tener. Present Participle. Possessive adjectives</p> <p>1.5 Media - TV and Film Describing what you like watching on tv. Talking about films you like and dislike. Giving opinions about tv programs and films. Grammar: Present tense: more irregular verbs. Adverbial phrases. Comparison: regular and irregular</p>		
	<p>2 Mi familia, mis amigos y yo en casa y en el extranjero.</p>	<p>2.1 Relationships with family and friends Talking about family and pets. Describing people physically and personality. Grammar: Personal "a". Possessive pronouns. Using SER for identity.</p> <p>2.2 Daily routine and helping home Talking about free time activities in and outside the house. Describing daily routine. Talking about chores in the house and who does them. Grammar: Reflexive verbs and pronouns. Using ESTAR for location. Present continuous</p> <p>2.3 Hobbies, interests and special occasions Arranging to go out. Finding out about Festivals and special occasions.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE: Writing Task 2 IGCSE: Speaking: Describing a photo.</p>

		<p>Organizing a party. Grammar: Adverbs ending in -mente. Interrogative pronouns with prepositions Preterite tense: regular and irregular verbs. Impersonal verbs. Near future. Dates</p> <p>2.4 Holidays Talking about different types of holidays Describing your last holiday. Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do. Grammar: Future tense. Comparisons.</p> <p>2.5 Tourist information and directions Giving directions and asking how to get to places in town. Grammar: Basic prepositions +infinitives. Prepositions: por / para</p>		
January-February	3 El mundo que nos rodea	<p>3.1 Life in the town and rural life Buildings and facilities in town. Describing town and country locations, giving opinions. Advantages and disadvantages of different places to live. Grammar: Conjunctions: y, o, pero, sino, porque. Relative pronouns (1)</p> <p>3.2 Shopping and money matters What to buy in different shops and places. Shopping for food in supermarkets and small shops. Pocket money, earnings and spending habits. Grammar: Demonstrative adj. Expressions of quantity</p> <p>3.3 Servicios públicos</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE exam papers Listening 2 IGCSE exam papers Reading</p>

		<p>Banking , changing money and ATMsPost office, phone and internet in Spanish speaking countries.</p> <p>Lost property</p> <p>Grammar: Indefinite pronouns. Ser/Estar contrast. Demonstrative pronouns. Direct object pronouns</p> <p>3.4 Environmental issues</p> <p>Things I do to help the environment.</p> <p>National parks in Spanish-speaking countries and their importance.</p> <p>Environmental problems and possible solutions.</p> <p>Grammar: Conjunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p>3.5 Weather and climate</p> <p>Describing weather in different countries and weather forecasts.</p> <p>Weather problems, climate change, describing weather in the past.</p> <p>Grammar: The cardinal points. Impersonal weather expressions. Imperfect tense</p> <p>3.6 Everyday life in a Spanish-speaking country</p> <p>Informal and formal greetings</p> <p>Life in Spanish speaking communities outside Spain.</p> <p>Staying with a Spanish family</p> <p>Grammar: Formal and informal modes of address. Interrogatives (2). Indirect object pronouns.</p> <p>3.7 Customs and festivals</p> <p>Countries of the world and customs</p> <p>Descriptions of festivals in Spanish speaking countries /regions</p>	Video ELE	
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		<p>Grammar: Nationality adjectives. Adverbs including time and place. Imperfect continuous</p> <p>3.8 Travel and transport</p> <p>Different types of transport</p> <p>Getting around town and opinions about different forms of transport</p> <p>Itineraries of different holidays using various transports.</p> <p>Grammar: Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ future</p>		
March-April	4 Vida desde la infancia a la madurez	<p>4.1 Childhood</p> <p>Talking about memories from childhood.</p> <p>Talking about our grandparent's childhood.</p> <p>Grammar: Preterite and imperfect contrast.</p> <p>4.2 School rules and pressures</p> <p>Giving opinions about school rules.</p> <p>Talking about the pressures of being a student.</p> <p>Grammar: Impersonal 3th person plural</p> <p>4.3 School trips, events and exchanges</p> <p>Talking about fieldtrips and outings with school.</p> <p>Grammar: Two objects before the verb</p> <p>4.4 The importance of sport</p> <p>Talking about sports and team spirit, sport icons.</p> <p>Grammar: Superlatives</p> <p>4.5 Accidents and injuries</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, etc.</p> <p>Kinesthetic: Role-Plays, TPR</p> <p>Read /Write: exercises from textbook Spanish for Edexcel International GCSE</p> <p>Web pages: linguascope, languagesonline, etc</p> <p>Video ELE</p>	<p>Classroom observations</p> <p>Homework marks</p> <p>Class exercises marks</p> <p>Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE: Writing Task</p> <p>2 IGCSE: Speaking: Describing a photo.</p>

		<p>Talking about sport accidents and injuries. Grammar: Quantifiers, Prepositions (full range)</p> <p>4.6 The world of work, future plans, volunteering and careees Discussing jobs and careers and career aspirations. Talking about education and plans for the future. Talking about temporary jobs, gap year voluntary work and future career. Grammar: Present Subjunctive after verbs of wishing and after cuando, para que, etc. Conditional. Relative pronouns.</p> <p>4.7Communication by internet, phone, email, social media Understanding and giving opinions about computing and electronics. Dealing with safety in the web. Grammar: Comparison: mas de lo que..</p> <p>4.8 Keeping informed: radio, newspapers, TV, online Talking about how to keep up to date Grammar: Reflexive constructions.</p>		
May-June	Revision of all topics and vocabulary	Exam Practice: Listening, reading and writing from past papers		

Subject: Computer Science (CIE 0478)	Year 11	Teacher: P.Reichenbach
No. of lessons per week: 3	Date:	2024-25
<p>This schedule shows a delivery timetable over two years, with three.</p> <p>This schedule is built around two learning streams. In one lesson each week students learn computer science theory. In the other lesson they develop their programming skills.</p> <p>The advantage of this approach is that students will begin programming early, and continue throughout the two years.</p>		

Year 1			
12 weeks	Theory:		Programming:
	Unit 1 : Digital Data	Overview content	Unit 8: Introduction to programming
	Students will learn about: <ul style="list-style-type: none"> • Binary data • Bits and bytes • Binary and denary • Counting in binary • Convert binary to denary • Convert denary to binary • Hexadecimal • Hexadecimal and denary • Hexadecimal and binary • How hexadecimal is used • Digital data • Digital graphics • Digital sound and video • Compression 	Students revise: <ul style="list-style-type: none"> • the binary number system • hexadecimal number system • Data storage 	Students will learn about: <ul style="list-style-type: none"> • An introduction to python • Algorithms • Output • Sequence • Input • How to assign values • Calculated values • Variables in pseudocode

12 weeks	<i>Unit 2: Communications and the internet</i>		<i>Unit 8: Programming: Python if... else...</i>
	Students will investigate: <ul style="list-style-type: none"> • How data is transmitted • Serial and parallel transmission • Data bus • Transmission errors • Parity checks • Check digit and checksums • The Internet? • The World Wide Web? • HTML • HTTP: Hypertext transfer protocol • TCP/IP • Staying safe online • Malware and hacking • Protective software 	Students revise: <ul style="list-style-type: none"> • Data transmission • Security aspects • Internet principles of operation 	Students will investigate: <ul style="list-style-type: none"> • Variables in flowcharts • Logical decision • Python if... • Python if... else... • Python elif • Selection in pseudocode
12 weeks	<i>Unit 3 - Electronic processing</i>		<i>Programming: Loops and arrays</i>
	Students will investigate: <ul style="list-style-type: none"> • Electronic processing • The NOT gate • The AND gate • The OR and XOR gates • The NAND and NOR gates • Logic statements • Simplify statements • Logic circuits • Truth tables and circuits • Truth tables (continued) 	Students revise: <ul style="list-style-type: none"> • Von Neumann model • The stages of the fetch-execute cycle (incl. Registers and buses) • the functions of NOT, AND, OR, NAND, NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs (all gates, except the NOT gate, will have 2 inputs only) • Truth tables and standard symbols • A range of sensors that can be used to input data into a computer system 	Students will investigate: <ul style="list-style-type: none"> • Loops • for loops • while loops • Loops in pseudocode • Lists and arrays • Output a list • Add elements to a list • Registers and buses

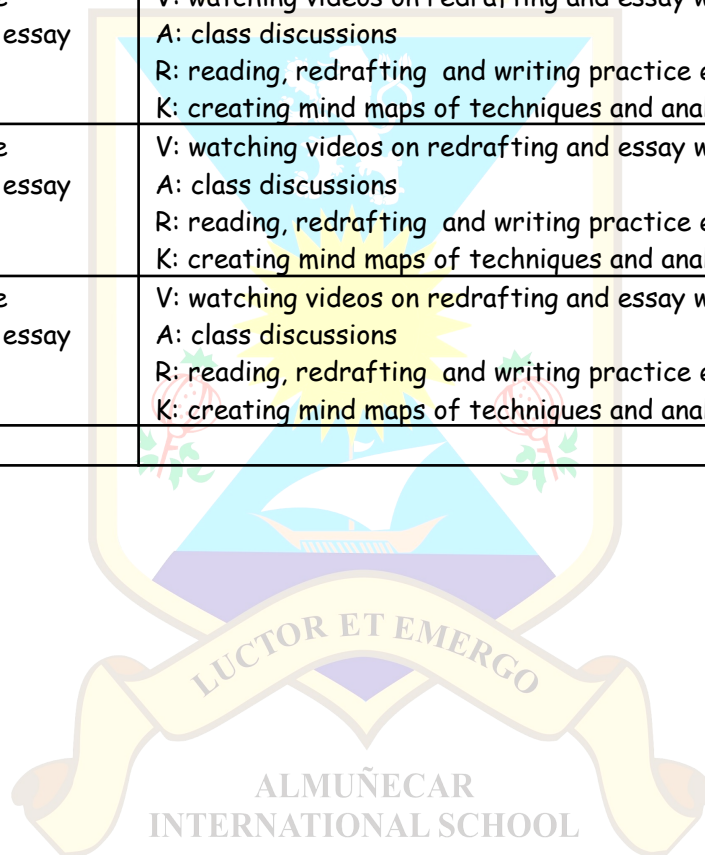
	<ul style="list-style-type: none"> Solve a problem Repeat inputs The central processing unit (CPU) The fetch-execute cycle 		
Year 2			
12 weeks	<i>Unit 4: Hardware</i>		<i>Unit 9: Programming: Worked examples</i>
	Students will investigate: <ul style="list-style-type: none"> Keyboard and mouse Touchscreens Camera and microphone Barcode readers Sensors Control systems Monitors and display Printers Sound Actuators Manufacturing objects Output in real life 	Students revise: <ul style="list-style-type: none"> Input devices: 2D and 3D scanners, barcode readers, Quick Response (QR) code readers, digital cameras, keyboards, mice, touch screens, interactive whiteboards, microphones Output devices: inkjet, laser and 3D printers; 2D and 3D cutters; speakers and headphones; actuators; flat-panel display screens, such as Liquid Crystal Display (LCD) and Light-Emitting Diodes (LED) display; LCD projectors and Digital Light Projectors (DLP) 	Students will investigate: <ul style="list-style-type: none"> An Introduction to Worked Examples How programs count How programs calculate totals How programs calculate an average Verification Validation
12 weeks	<i>Unit 5: Storage and software</i>		<i>Unit 9: Programming: Solution development</i>
	Students will learn about: <ul style="list-style-type: none"> Primary storage Measuring storage Magnetic storage Optical Storage Solid state (flash) storage The use and choice of storage Software and its uses Operating systems 	Students need to understand <ul style="list-style-type: none"> the difference between primary and secondary memory. They should be able to identify the purpose of RAM and ROM and provide examples of what the uses of these are in different types of computer. Students need to understand how magnetic, optical and solid-state devices store data and be able to describe their features. Students need to be able to compare a range of storage devices. They need to understand the differences in capacity, transfer speed, portability, durability and cost (per megabyte/gigabyte). They should be able to recommend a storage device for a scenario 	Students will investigate: <ul style="list-style-type: none"> Test data Evaluation Trace tables Trace tables (for loops) Trace tables (with flow charts) Analyse algorithms Find errors in algorithms

	<ul style="list-style-type: none"> • The functions of an operating system • Low-level languages • High-level languages 	<p>and justify their choice.</p> <ul style="list-style-type: none"> • Students need to be able to calculate the storage requirements of a file, when given information about it. This must include a file of characters (e.g., a database), images or sound 	<ul style="list-style-type: none"> • How to create an algorithm
12 weeks	<p><i>Unit 6 & 7: Security and ethics</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Data security • Security threats • Malpractice and crime • Online attacks • Proof of identity • Firewalls • Security protocols • Encryption • Security examples • Copyright • Free software • Hackers and crackers 	<ul style="list-style-type: none"> • Students need to understand the need for protecting data against loss or change, and methods that can help prevent loss on input (e.g. verification), and how to recover from data loss (e.g., backup). Students need to be able to describe different methods of verification and recommend a backup solution for a given scenario. • Students need to be able to describe different threats that can occur on the internet, both to individual data and to a website. • Students need to understand how to keep data safe and be able to identify and describe different security methods. They should be able to apply their knowledge to real-life scenarios and recommend appropriate security methods. • Students need to understand what is meant by ethics and apply these to different scenarios. • Students need to understand the term 'copyright' and 'plagiarism', and describe why products or items and so on are copyrighted and why they should not be plagiarised. • Students need to recognise and describe the differences between free software, freeware and shareware. • Students need to understand how ethical issues can be raised through the use of electronic communication, including the passing of data and use of malware. Students should to be able to explain the ethical stance on given scenarios. 	<p><i>Unit 10: Programming and databases</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Top-down programming • Structure diagrams • Code libraries • Records and fields • Data types • Primary key • How to select fields • How to select records

Subject: English Literature	Year 11	Teacher: Mr Burrow
No. of lessons per week: 3	Date: 2024-25	

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	
September	Poetry - Tackling the Unseen Paper and Re-visiting extracts from the novel, selected poems and the play.	Poetic devices Structure Form Language We will explore unseen poetry and poetry from the anthology Poems of Ourselves. We explore the skill of analysing a poem we have never seen before.	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis V: Notes and Quotes on extracts	Annotations Analytical paragraphs
October	Novel	Introducing the key themes and ideas. Exploration of character. Consideration of author intent.	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading extracts and writing analyses K: creating mind maps of techniques and analysis	Analytical paragraphs Exam papers
November	Novel and re-cap on Poetry in preparation for Mock Examinations	Structuring a critical essay	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Full analytical essays
December	Poetry	Managing time	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Feedback from Mock exam

January	Complete novel study	Analysis Structure Language Form	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing coursework K: creating mind maps of techniques and analysis	Exam essay - practice.
February	Complete poetry anthology	Analysis Structure Language Form	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing coursework K: creating mind maps of techniques and analysis	Coursework redraft
March	Unseen practice - Paper 4	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers and respondeing to AIS feedback
April	Poetry revision -	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
May	Novel and Drama revision	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Students take the exam in May/beginning of June.
June				



Subject: Art	Year 11	Teacher: Adrian Cortadi Rodriguez
No. of lessons per week: 3 GCSE Art & Design AQA spec 8202	Date: 2024-25 Not being taught this year, planning retained here for future use	

Time scale	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	Learn about the 5 assessment objectives that students will be graded on. Learn how to develop an idea. How to experiment with an idea. How to use the work of other artists/designers to inspire. How to write about your work and how to be critical in a way that promotes development. Skills for rendering final	<p>- Learn about what is expected of an IGCSE art student. What the Coursework Book is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art.</p> <p>- Observational drawing skills and techniques to aid this assessment objective. Pencil, Pen and wash, Oil pastels.</p> <p>- How to look at relevant artists/designers and how to learn from their work and techniques. Make links. Find out about techniques and subject matter. Practising their techniques by either copying sections of their work or applying to personal work. Combining all elements used this term and prepare for assessment 2.</p> <p>- Taking an image and developing it with different media and looking for combinations of media to produce good effects. Looking at different sections of the same image (abstracting)</p>	<p>Visual: Suggested artists: Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucien Freud, Morris Katz, Alex Kayz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones, negative shapes, composition, form, expression, shape, line, likeness, subjective,</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.

	artworks successfully.	<ul style="list-style-type: none"> - First-Hands Studies from Primary Sources. - 'Secondary' images from research into another culture, artist or artistic movement. Copies of artwork.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the artwork was made). in words and pictures how the work of this artist etc...can help you in your work. - Evidence of continued development of research as in previous weeks. - Evaluation of the project at every stage. 	<p>objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p>Kinaesthetic: Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
<u>Nov-Dec</u> <u>Jan-Feb</u>	PERSONAL PROJECT DEVELOPMENT - Component 1 -	<ul style="list-style-type: none"> - Recap on what is expected of an IGCSE art student. - What the Coursework Book is for and how it should be put together. - Continue planning and research into the personal project topic. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art. - Working on AO3 (Assessment Objective 3). - Experimenting with styles, techniques and materials - Planning prep. time for AO5. Prep.Studies, sketches 	<p>Visual: Suggested artists: Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canaletto, Charles Sheeler, Georgia O'Keeffe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert, Stanley Spencer, Carel Weight, Escher.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Illumination, Tone, aerial perspective,</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>fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p>Kinaesthetic: Sketches, paintings, collages, computer aided art photo manipulation.</p>	
<p><u>March-April</u> <u>May-June</u></p>	<p>FINAL PIECE & PERSONAL EVALUATION</p> <p>- Component 1</p> <p>-</p>	<p>- Choosing one question from the exam paper given by Cambridge</p> <p>- Supporting studies during the preparation period for the final piece.</p> <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 <p>- Final Piece</p> <ul style="list-style-type: none"> • AO5 	<p>Visual: Suggested artists: Depending on the final exam chosen question.</p> <p>Auditory: Depending on exam question</p> <p>Read/Write: key vocabulary: depending on the exam question</p> <p>Kinaesthetic: depending on the exam paper</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas. Assessment by the teacher, classwork grades, weekly homework grades. Personal tracker. Also, assessment opportunities to take place through constant dialogue</p>