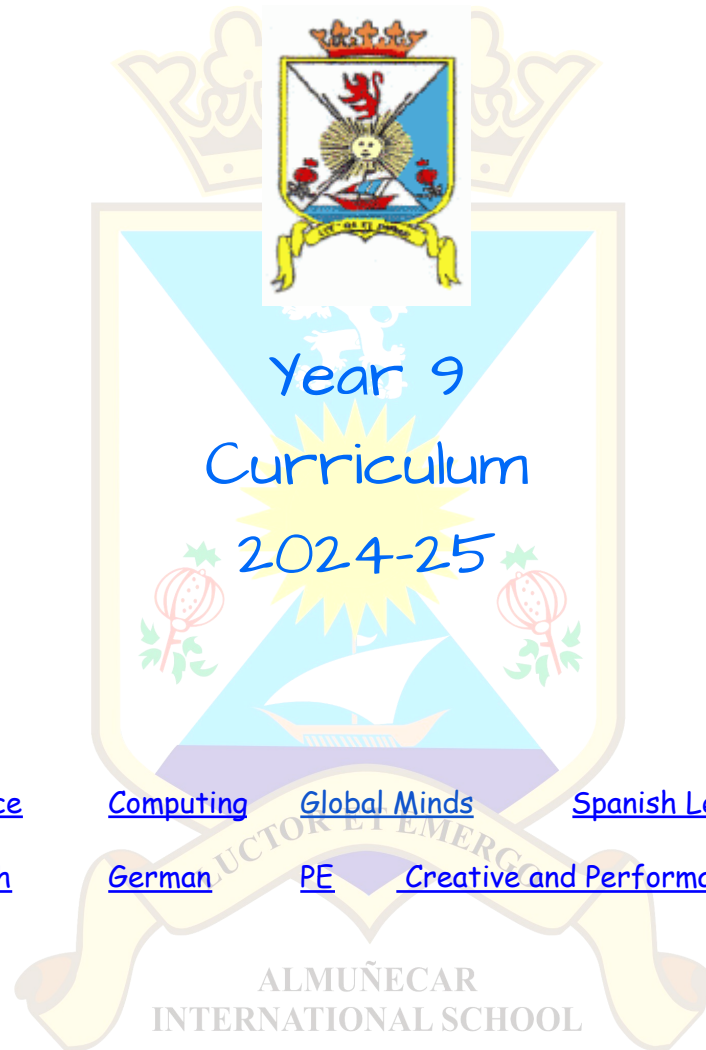


# ALMUÑECAR INTERNATIONAL SCHOOL



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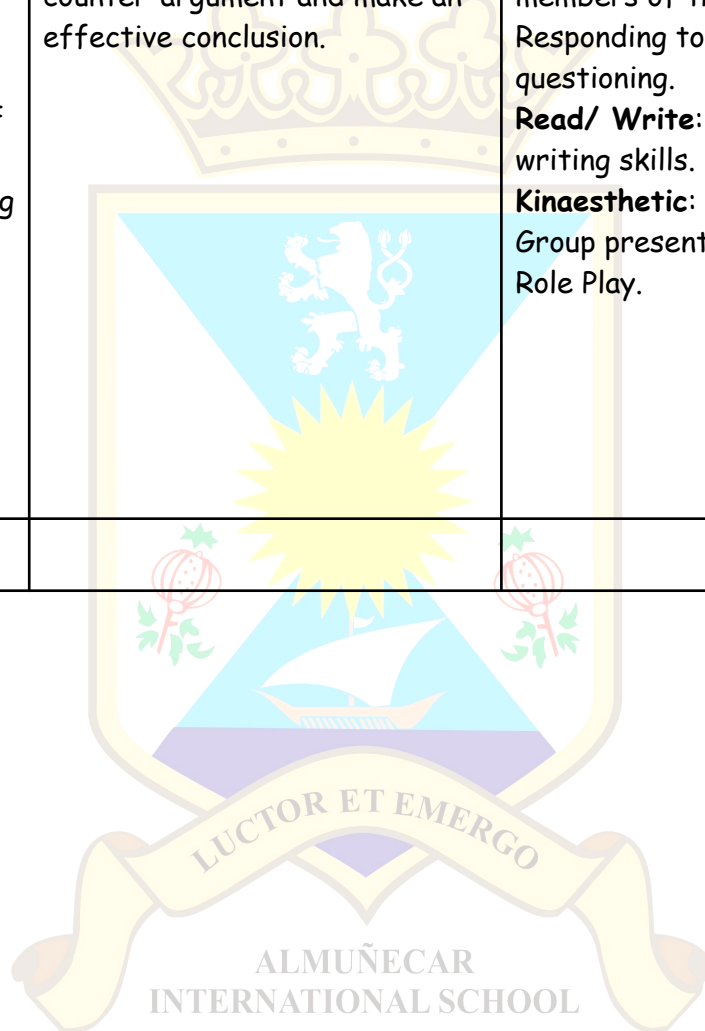
<b>Subject: English Language</b>		<b>Year 9</b>	<b>Teacher: Ms Wilde and Mrs Burrow</b>	
<b>No. of lessons per week: 4</b>		<b>Date:</b>	2024-25	
HT1	<b>1B Writing - some advanced skills</b> Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; variation in sentence length; complex nouns; prepositional and adverbial phrases; variations of narrative dialogue/layout; speaking/listening skills premised on discussion and effective sharing of ideas.	The focus in Unit 1A is quite specific in terms of writing skills - those of narrative dialogue and narrative beat. These skills are dependent on good sentence and punctuation skills, where sentences are varied and crafted to achieve desired effects. Teaching and learning strategies for these are detailed throughout the Stage 7 and 8 Units, and should be revisited as appropriate. Unit 1A runs in tandem with Unit 1B: teachers may want to select and combine particular skills.	<b>Visual:</b> Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. <b>Auditory:</b> Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. <b>Read/ Write:</b> Worksheets and self assessment target setting. <b>Kinaesthetic:</b> Presenting ideas in discussions, challenging others with intellectual intentions.	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; dialogue layout and variation; speaking/ listening skills premised on discussion and effective sharing of ideas.  Ongoing homework: 20 minutes reading every evening.  Half termly mini assessments  Response to AIS marking
HT2	<b>1C Other opinions, other views</b> Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/	Students are taken through how different readerships will impact on presentation, language and content of a	<b>Visual:</b> Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. <b>Auditory:</b> Listening to	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths;

	<p>structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; variation of presentational/linguistic/rhetorical features of nonfiction texts according to purpose and audience; different viewpoints and registers of non-fiction texts; comparison and analysis of non-fiction texts; formal letter; review; different responses to fiction; speaking/ listening skills premised on student work on joint projects, involving planning, organisation and presentation.</p>	<p>non-fiction text. They are then asked to explore and investigate different reading preferences and styles. The non-fiction formats of the letter and review are covered.</p>	<p>the questions of tasks and games online.  <b>Read/ Write:</b> creative writing tasks.  Worksheets and self assessment target setting.  <b>Kinaesthetic:</b>  Presenting ideas in discussions, challenging others with intellectual intentions.</p>	<p>embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; variation of presentational/linguistic/rhetorical features of non-fiction texts according to purpose and audience; different viewpoints and registers of non-fiction texts; comparison and analysis of non-fiction texts; formal letter; review; different responses to fiction; speaking/ listening skills premised on student work on joint projects, involving planning, organisation and presentation.</p> <p>Ongoing homework: 20 minutes reading every evening.</p> <p>Half termly mini assessments</p> <p>Response to AIS marking</p>
HT3	<p><b>2A People and places</b>  Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; summary; socio-cultural context; reading</p>	<p>Students are asked to consider the socio-cultural context of a text and to present their findings to the rest of the class. Some analytical exercises have also been suggested. Students are also given the opportunity to creatively</p>	<p><b>Visual:</b> Newspaper articles, physical and online material.  <b>Auditory:</b> Listening to the readings of nonfiction and fiction texts. Responding to set questions that aren't</p>	<p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses ;summary; socio cultural context; reading strategies; research strategies;</p>

	<p>strategies; research strategies; note-taking techniques; key features of plot, character and setting; creative writing; speaking and listening - joint organisation, planning, presentation.</p>	<p>explore feelings that arise from living in a particular culture - particularly as a young person.</p>	<p>written on the board or typed already for students.</p> <p><b>Read/ Write:</b> Discursive writing. Responding to tasks of auditory setting. Creative writing tasks.</p> <p><b>Kinaesthetic:</b> Group work, designing class-room.</p>	<p>note taking techniques; key features of plot, character and setting; creative writing; speaking and listening - joint organisation, planning, presentation.</p> <p>Ongoing homework: 20 minutes reading every evening.</p> <p>Half termly mini assessments</p> <p>Response to AIS marking</p>
HT4	<p><b>2B &amp; 2C Travel</b></p> <p>Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; organisational, linguistic, literary features of travel brochures/web sites; comparisons of leaflet/website; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and</p>	<p>Students will revisit and investigate the presentational, linguistic and rhetorical features of travel leaflets and websites, making a comparison before writing their own version.</p>	<p><b>Visual:</b> travel brochures and websites, articles, leaflets.</p> <p><b>Auditory:</b> Listening to journalists. Responding to direct questioning of key journalistic features. Responding to set questions that aren't written on the board or typed already for students.</p> <p><b>Read/ Write:</b> Informative writing. Responding to tasks of</p>	<p>Project: Students will produce their own travel magazine. Every student will produce at least one feature and then will work collaboratively towards producing the final product.</p> <p>Ongoing homework: 20 minutes reading every evening.</p> <p>Half termly mini assessments</p> <p>Response to AIS marking</p>

	collaboration.	complex nouns; adverbials; prepositional phrases; organisational, linguistic, literary features of travel brochures/web sites; comparisons of leaflet/web site; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.	auditory setting. Creative writing tasks. <b>Kinaesthetic:</b> Group work, designing class-room.	
<b>During this time, the students will be preparing for their Checkpoint examinations. This has two aspects, reading and writing.</b>				
HT5	<b>3A Poetry</b> Poetic forms and devices; reading strategies for close reading and analysis, including DARTS; research; speaking and listening skills of discussion and collaboration	Teachers may want to focus on some of the poems suggested for the Stage 8 Poetry Unit. Some more challenging poems have been suggested, and in-depth analysis of one in particular. Some poetic forms are presented. Teachers may want to extend or narrow this focus, as seems appropriate to the ability of the class.	Visual: Reading original material/ poetry/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Responsive writing tasks. Kinaesthetic: Group work, designing class-room.	Poetic forms and devices; reading strategies for close reading and analysis, including DARTS (see Section 3: Teaching Approaches of the Teacher Guide); research; speaking and listening skills of discussion and collaboration  Ongoing homework: 20 minutes reading every evening.  Half termly mini assessments  Response to AIS marking
HT6	<b>3B Argument</b> Vocabulary choice; spelling strategies; punctuation range and	Students are taken through how to write an argumentative essay, step-by-step, through	<b>Visual:</b> Reading original material/ writing to argue/ worksheets	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence

	<p>variation; varied sentence types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of argumentative texts; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p>	<p>from the introduction, into how to develop paragraphs, and link points, to introducing counter-argument and make an effective conclusion.</p>	<p>etcetera.  <b>Auditory:</b> Listening to recordings and to members of the class. Responding to direct questioning.  <b>Read/ Write:</b> Creative writing skills.  <b>Kinaesthetic:</b> Group presentations. Role Play.</p>	<p>types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of argumentative texts; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration.</p> <p>Cambridge Checkpoint end of KS3 exam - externally assessed</p>
June				



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<b>Subject:</b> Mathematics	<b>Year 9</b>	<b>Teachers:</b> Mrs. Kate Reed (4 lessons) and Sr. Miguel Ángel Vera (1 lesson)
<b>No. of lessons per week:</b> 5 <b>Homework is set twice a week</b>	<b>Date:</b>	2024-25

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
	Year 9 students follow the Cambridge curriculum and prepare for the Checkpoint exams in April.		Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
<b>HT1</b> (sept/oct)	<b>Number-</b> Integers, powers and Roots Place value, ordering and rounding  <b>Algebra-</b> Expressions, equations and formulae	Understand types of number eg rational and irrational and rules of indices Use of standard form and place value for powers of 10  Convert between word descriptions and expressions, equations, formulae and inequalities. Solve equations including simultaneous and also solve inequalities.	<b>Visual:</b> word and diagrammatic descriptions to convert to algebra  <b>Auditory:</b> Listen to teacher/ peer explanation  <b>Read/ Write:</b> Exercises in book, worksheets, practice exam questions  <b>Kinaesthetic:</b> Place value on a number line- physically moving	-Self marking of day to day exercises from textbook -Peer marking of specific exercises -Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering. -HT1 assessment

<b>HT2</b> (nov/dec)	<b>Geometry-</b> Geometrical Reasoning, shapes and measurements          <b>Statistics-</b> Probability	Use of appropriate units Knowledge of characteristics of 2D and 3D shapes. Find volume, surface area and symmetry Find missing angles by understanding properties Use of Pythagoras' theorem to find missing lengths in right angled triangles  Find probability of mutually exclusive and independent events Conduct experiments and calculate relative frequency	<b>Visual:</b> 2D and 3D shapes and models  <b>Auditory:</b> Listen to teacher/ peer explanation  <b>Read/ Write:</b> Exercises in book, worksheets, practice exam questions  <b>Kinaesthetic:</b> Use of calculator	-Self marking of day to day exercises from textbook -Peer marking of specific exercises -Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering. -HT2 assessment
<b>HT3</b> (jan/ feb)	<b>Number-</b> Fractions, decimals, percentages, ratio and proportion          <b>Geometry-</b> Position and transformations	Convert between fractions, decimals and % Find whether fractions can be written as recurring or terminating decimals Use the 4 operations on decimals and fractions Understand compound % Solve problems involving ratio and proportion  Bearings and scales on maps and diagrams Transform shapes and use combinations of transformations	<b>Visual:</b> Written examples on board/ videos to watch  <b>Auditory:</b> Listen to teacher/ peer explanation  <b>Read/ Write:</b> Exercises in book, worksheets, practice exam questions  <b>Kinaesthetic:</b> Move about a real world map/ map of classroom etc	-Self marking of day to day exercises from textbook -Peer marking of specific exercises -Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering. -HT3 assessment

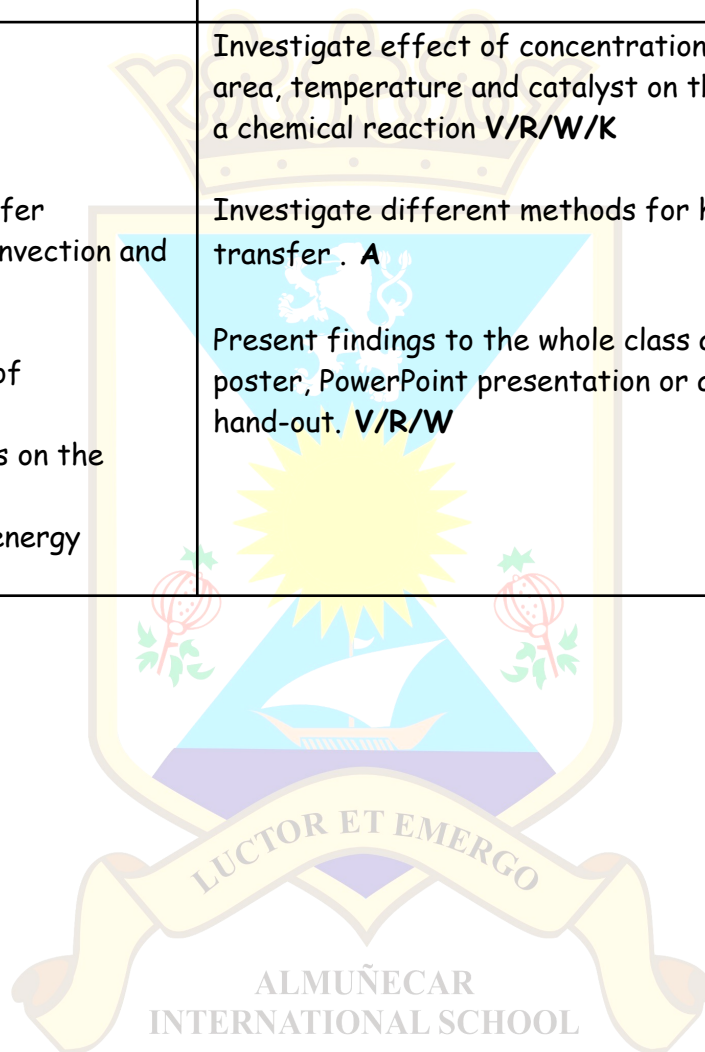
<b>HT4</b> (march/ april)	<p><b>Statistics-</b> Data</p>     <p><b>Algebra-</b> Sequences,          functions and graphs</p>	<p>Collect data, consider bias and represent on a variety of diagrams and graphs          Interpret data; looking at patterns and relationships</p> <p>Construct a variety of sequences and find nth term          Convert between functions, graphs and word descriptions</p>	<p><b>Visual:</b> Variety of diagrams and graphs</p> <p><b>Auditory:</b> Listen to teacher/ peer explanation</p> <p><b>Read/ Write:</b> Exercises in book, worksheets, practice exam questions</p> <p><b>Kinaesthetic:</b> Physical function machines</p>	<ul style="list-style-type: none"> <li>-Self marking of day to day exercises from textbook</li> <li>-Peer marking of specific exercises</li> <li>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.</li> <li>-HT4 assessment</li> </ul>
<b>HT5</b> (april/may/ june)	<p><b>Number/ Algebra practice</b></p> <p><b>Revision and review Cambridge End of Year Assessments</b></p> <p><b>Individual Maths projects</b>  <b>Start GCSE topics- Extend Pythagoras and meet Trigonometry</b></p>	<p>Link together number and algebra concepts</p> <p>Revision of all key areas and practice exam questions</p> <p>Projects</p> <p>Use of 3D and real life Pythagoras' theorem and other problem solving with triangles</p>	<p><b>Visual:</b> Numbers as images</p> <p><b>Auditory:</b> Listen to teacher/ peer explanation</p> <p><b>Read/ Write:</b> Exercises in book, worksheets, practice exam questions</p> <p><b>Kinaesthetic:</b> Teamwork to build Maths game- physically make board/ cards/ counters/ dice etc</p>	<p><b>Cambridge end of Year assessment- externally assessed is at end of April</b></p> <ul style="list-style-type: none"> <li>-Self marking of day to day exercises from textbook</li> <li>-Peer marking of specific exercises</li> <li>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.</li> </ul>

<b>Subject: Science</b> <a href="#">Cambridge Lower Secondary Science (1113/0893)</a> <a href="#">(cambridgeinternational.org)</a>	<b>Year 9</b>	<b>Teacher: C Thomas</b>
<b>No. of lessons per week:4</b>	<b>Date: 2024-25</b>	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept	Photosynthesis and Plant Growth	Photosynthesis - word equation, definition The importance of light, carbon dioxide and chlorophyll for photosynthesis The importance of water and mineral salts for plant growth	Discuss how to investigate the effect of light on growing plants. <b>A</b> Measure rates of photosynthesis <b>K/V</b> Summarise the requirements for plant growth in the form of a diagram of a plant <b>V</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Oct	The Periodic Table	History of the atom The structure of an atom The first 20 elements of the periodic table Trends in groups 1, 7 and 0  Energy Changes	Famous scientists' contribution to atomic structure <b>V, A, R and W</b> Diagrams to show the electron shells and relate these to position of elements in the Periodic Table <b>V</b> Investigate reactivity of Group 1, 7 and 0 <b>K</b> Investigate exothermic and endothermic reactions <b>K, V</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Electrostatics and	The concept of charge Parallel circuits and series circuits	Measure current <b>using ammeters</b> and voltage using voltmeters, including digital meters. <b>K</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

	Electric Currents	How common types of components, including cells (batteries), affect current		End of unit test
Dec	Sexual Reproduction in Flowering Plants	Parts of a flower  Pollination, fertilisation, seed formation and dispersal	Model and diagram of a flower <b>V</b> Examples of wind and insect pollinated flowers <b>V</b> Examine a wide range of fruits and discuss methods of dispersal <b>V/K/A</b> Identify the parts of a seed and test for starch <b>K</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Metal Reactivity	The reactivity of metals with oxygen, water and dilute acids The reactivity series Displacement reactions  Salts	Explain why the historical order of the discovery of metals is related to the reactivity series <b>A,K,V A</b>  Investigate displacement reactions <b>K,V</b>  Naming salts Preparing salts by neutralisation reactions <b>K,V</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Febr	Movements, Pressure and Density	Forces The principle of moments Densities of solids, liquids and gases Pressure Pressures in gases and liquids	Determine the density of a regular solid <b>K/V</b> Find the density of water, salt water and other non-hazardous liquids <b>K/V</b> Discuss appropriate examples of experience of pressure such as walking on snow, mud, dry sand <b>A</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar	Ecology	Keys to identify plants and animals Food chains, food webs and energy flow Adaptations to habitats Inherited traits The work of Darwin	Identify plants and animals in the local environment <b>V/K</b> Identify food chains within an example of a food web <b>V</b> Discuss inherited characteristics <b>A</b> Research selective breeding using secondary sources <b>R/W</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

April	Revision for the Checkpoint exam			
May - June	<p>Rates</p> <p>Thermal Energy</p> <p>The Energy Crisis and Human Influences</p>	<p>Rates of reaction</p> <p>Cooling by evaporation Thermal(heat) energy transfer processes of conduction, convection and radiation</p> <p>Factors affecting the size of populations Effects of human influences on the environment Fossil fuels and renewable energy resources</p>	<p>Investigate effect of concentration, surface area, temperature and catalyst on the rate of a chemical reaction <b>V/R/W/K</b></p> <p>Investigate different methods for heat transfer . <b>A</b></p> <p>Present findings to the whole class as a poster, PowerPoint presentation or a hand-out. <b>V/R/W</b></p>	<p>Weekly homeworks on each topic</p> <p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>



<b>Subject:</b> Computer Science	<b>Year 9</b>	<b>Teacher:</b> P Reichenbach
<b>No. of lessons per week:</b> 2	<b>Date:</b> 2024-25	

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

19-24	<p><i>4. Programming: The fish pond</i></p> <p>4.1 A model pond</p> <p>4.2 Plan and make a program</p> <p>4.3 Filling the pond</p> <p>4.4 Evaporation and rainfall</p> <p>4.5 The pond throughout the year</p> <p>4.6 Warnings and advice</p>	Students will learn how to build a model of a real-world system, and to use that model to find the answers to real-world problems.	Students will be tested on their knowledge of a model of a system, and how it functions. They will read and understand a program used to model a system and will self-evaluate their progress.
25-30	<p><i>5. Multimedia: Creating a multimedia news site</i></p> <p>5.1 Creating a multimedia platform</p> <p>5.2 Creating news stories</p> <p>5.3 Plan and record a school podcast</p> <p>5.4 Edit and publish your audio content</p> <p>5.5 Plan and create video content</p> <p>5.6 Edit and publish your video</p>	Students will learn how to plan a media using different kinds of media and a multimedia platform. They will learn how to choose appropriate platforms and services for multimedia projects.	Students will be tested on their knowledge of multimedia and planning multimedia projects. They will complete a partially finished project and self-evaluate their progress.
31-36	<p><i>6. Numbers and data: Managing projects</i></p> <p>6.1 What is a project?</p> <p>6.2 Planning a project</p> <p>6.3 Creating requirements</p> <p>6.4 Planning a project timetable</p> <p>6.5 Working on an agile project</p> <p>6.6 Testing software</p>	<p>Students will learn how IT project teams work together using different methods, and how to use tools such as mind maps, personas and process diagrams to plan a project. They will learn how to use tools like use case diagrams, user stories and kanban boards to manage a project.</p> <p>Students will learn how to manage a project using the plan-do-check-act project life cycle.</p>	Students will be tested on their knowledge of app development and project management. They will also complete a project management chart and self-evaluate their progress.

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<b>Subject:</b> Global Minds	<b>Year:</b> 9	<b>Teacher:</b> Mrs WilMo
<b>No. of lessons per week:</b> 2	<b>Date:</b> 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Term 1 - Global Perspectives  HT1 September	Feeling Safe - <b>Topic:</b> Law and Criminality: explore different types of crime and their consequences; analyse different case studies; consider reasons for committing a crime; mock trial	<b>Collaboration</b> - The team assigns roles and tasks with an appropriate rationale, responding flexibly when required to make adjustments to achieve a shared outcome, and constructively resolves disagreements. <b>Communication</b> - Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue. <b>Reflection</b> - Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives. Identify skills learned or improved during an activity and consider strategies for further development.	<b>Reflect:</b> on personal/national/global perspective <b>Explore:</b> topic / theme and impact <b>Analyse:</b> perspectives, cause / consequences, justification <b>Record:</b> own perspectives and those of others, evidence <b>Present:</b> findings, opinions	Explanation of assigned tasks and roles Examples of how team resolved any disagreements Log Book - describing understanding, perspective and changes, research conducted

October	Sport for all? <b>Topic:</b> Sport and recreation - develop skills of analysis by solving problems, identifying gaps in knowledge and producing a report on how to improve disability sports participation and awareness	<b>Analysis:</b> identify perspectives and synthesise arguments and evidence from a range of sources; recommend an appropriate course of action and explain its implementation and consequences <b>Communication:</b> present coherent, well-reasoned and clearly structured arguments, including referencing sources <b>Research:</b> select suitable methods and conduct research to test predictions and answer research question; select, organise and effectively record relevant information from sources and primary research <b>Reflection:</b> explain how personal perspective on issue has changed as a result of research and exploring different perspectives	<b>Reflect:</b> on personal/national/global perspective <b>Explore:</b> topic / theme and impact <b>Analyse:</b> perspectives, cause / consequences, justification <b>Record:</b> own perspectives and those of others, evidence <b>Present:</b> findings, opinions	Can define perspective by age, region or sport classification Compare and contrast sources and have categorised them according to research purposes Made connections between access to sport such as cultural identity, government funding, etc. Summarise a source's argument in their own words Appropriate structure for presentation
HT2 November	Scarce resources <b>Topic</b> Conflict and peace - develop skills of reflection by identifying skills needed for the resolution of conflicts over resources and thinking about how they would use these skills in the future; look at different conflicts that can arise over resources in school, communities, and	<b>Reflection:</b> identify skills learned or improved during the activity and consider strategies for further development <b>Analysis:</b> make links between causes and consequences of the issue at personal, local and global levels	<b>Reflect:</b> on personal/national/global perspective <b>Explore:</b> topic / theme and impact <b>Analyse:</b> perspectives, cause / consequences, justification <b>Record:</b> own perspectives and those of others,	Identification of ways to resolve situations of conflict Understanding of 'economic problem': insufficient resources Explanation of the problem of scarcity Identification of compromises and how problems of conflict resolved and can be applied to other situations

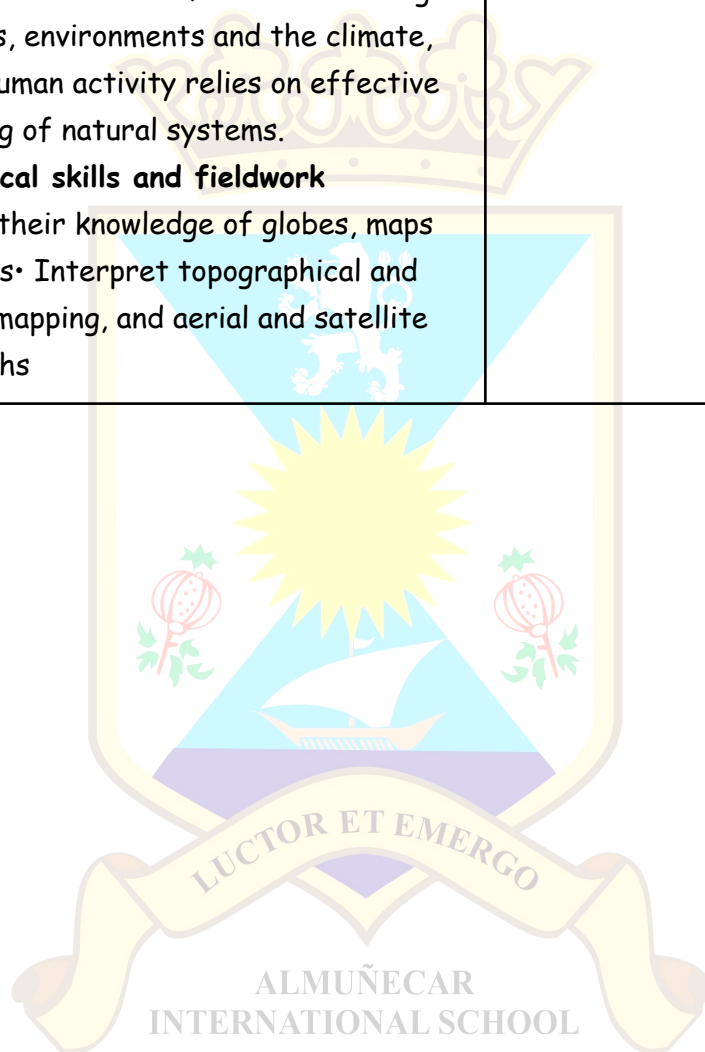
	conflicts between countries		evidence <b>Present:</b> findings, opinions	
December	Enough food for everyone? <b>Topic:</b> Poverty and inequality - generate creative solutions to address the problem of food equality; analysis of the causes and consequences select a charity to support and course of action evaluating the effectiveness	<b>Analysis</b> - Link between causes and consequences of an issue at personal, local and global levels; recommend an appropriate course of action and explain both its implementation and possible consequences <b>Collaboration</b> - Work positively and sensitively within a team to achieve a shared outcome and improve teamwork <b>Reflection:</b> explain personal contribution to teamwork and relate to own strengths and areas for improvement; relate benefits and challenges of teamwork to personal experience	<b>Reflect:</b> on personal/national/global perspective <b>Explore:</b> topic / theme and impact <b>Analyse:</b> perspectives, cause / consequences, justification <b>Record:</b> own perspectives and those of others, evidence <b>Present:</b> findings, opinions	Team list of creative solutions to remove cause of hunger Present and justify recommended course of action Completed action plan Identification of examples from own experience in working in a team  Identification of target to improve in teamwork
Term 2 - History Understanding the modern World  HT3 January	What was the impact of the First World War on people's lives?	<b>Investigate:</b> the different impacts of war and the people who fought it and on the people who stayed at home.	<b>Know More:</b> Become curious and passionate about History; Build historical understanding the wider world; build your picture of how things have changed over time <b>Look closer:</b> use sources to find out about the past; make sense of historical sites such as	Explanation: Written essay including conclusion Continuum: success and failures comparison

February	What helped the struggle for equal rights after 1960? How and why positive change towards equal rights has happened. They were the result of years of struggle by campaigners as well as wider changes taking place in society.	<b>Explain:</b> how and why things changed for four key groups <b>Investigate:</b> specific examples of struggle, campaign and change <b>Connect:</b> between factors and campaigns	castles; evaluate interpretations of history <b>Think deeper:</b> ask good enquiry questions; understand the events that have shaped the world you live in; make up your own mind about historical issues	Connections with explanations and use of academic phrases (developing writing skills) Documentary / Presentation of progress and including key figures
HT4 March	What caused the 20 <sup>th</sup> century conflicts or attacks? Exploration of the complex historical events that can cause conflict and that no single person is responsible.	<b>Enquiry:</b> historical research into long-term causes <b>Summarise:</b> key events based on research with impactful information <b>Reflect:</b> on possible causes of mistrust between countries	Write better: answer historical questions clearly	Use of student created timeline to explain student's view of the cause
Term 3 - Geography Studies HT5 April	'Middle' - of what? 'East' - of where? Is the Middle East a region? Investigating the origins of the term 'Middle East', tracing it back to British colonial roots in the 1850s. Consider why people living in the Middle East don't label it as such and how	<b>Locational knowledge</b> • Extend locational knowledge & deepen spatial awareness of the world's countries - Middle East <b>Place knowledge</b> • Understand geographical similarities, differences & links between places. <b>Human and physical geography</b> • Understand through the use of detailed	<b>Recognise</b> - identify - respond and ask questions - contribute views and opinions - use basic vocabulary <b>Describe</b> - observe - reason- select <b>Classify</b> - categorise - sequence - order - compare and contrast - use	Composite map with similarities or difference between countries which make up the Middle East Completed Data sheet Describe patterns related to data

	places are named different things by different people.	<p>place-based exemplars:</p> <ul style="list-style-type: none"> <li>o Physical geography relating to geological timescales, rocks weathering, soils and plate tectonics</li> <li>o Human geography relating to economic activity and the use of natural resources.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Build on knowledge of globes, maps and atlases</li> <li>• Interpret Ordnance Survey maps</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> </ul>	<p>appropriate vocabulary</p> <p><b>Demonstrate</b> informed understanding through explanation - communicate informed views and opinions using accurate and specialist vocabulary</p> <p><b>Apply</b> - prioritise - analyse - describe and explain links, patterns, processes and interrelationships - reach conclusions</p> <p><b>Synthesise</b> - make substantiated and informed judgements consistent with evidence</p> <p><b>Evaluate</b> - critique - predict - hypothesise</p>	
May	<p>3 Going Boldly</p> <p>Is India's space programme justified? This enquiry provides an opportunity for pupils to explore in depth a major current geographical issue which continues to receive considerable media and political coverage. This investigation will maintain its relevancy as more 'space emerging nations' (over fifty by current</p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Extend locational knowledge &amp; deepen spatial awareness of the world's countries - Europe</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities, differences &amp; links between places.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Understand physical geography relating to: weather and climate; changes in climate from Ice Age to present.</li> <li>• Understand human geography relating to: international development, population and</li> </ul>		<p>Identification of limitations of Gross Domestic Product per head as indicator of development.</p> <p>Justifying the aspects of poverty in India which should be prioritised by the government.</p> <p>Identifying physical and human causes of poverty in Sub-Saharan Africa.</p> <p>Construction and interpretation of scatter graph showing the</p>

	<p>estimates) decide to invest heavily over the next decade in lunar programmes, despite experiencing many serious domestic social and economic challenges.</p>	<p>urbanisation, economic activity, use of natural resources</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Build on knowledge of globes, maps and atlases</li> <li>• Interpret Ordnance Survey maps</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> </ul>		<p>relationship between the percentage of Multidimensional Poverty Index (MPI) poor in a country and the intensity of poverty. Paragraph of writing explaining how the multiplier effect in economics works. Highlighting likely impact of 'brain drain' on both donor and recipient countries. Explanation of how space programme 'spin offs' now benefit people. Design and presentation of a television advertisement.</p>
June	<p>Using someone else's water. How does water consumption create interdependence and conflict? Examine the interdependence created by global agriculture and the specific impact this has on people in regard to water consumption. A focus on the concept of</p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge &amp; deepen their spatial awareness of the world's countries - Africa</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Understand through the use of detailed place-based exemplars:             <ul style="list-style-type: none"> <li>o Physical geography relating to weather and climate, hydrology.</li> <li>o Human geography relating to population, urbanisation, economic activity and the use of natural</li> </ul> </li> </ul>		<p>Skills of map interpretation Explanatory writing that requires synthesis and evaluation</p>

	<p>virtual water and water footprints, before examining the challenges and conflicts being caused in Peru.</p>	<p>resources</p> <ul style="list-style-type: none"><li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate, and how human activity relies on effective functioning of natural systems.</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• Build on their knowledge of globes, maps and atlases• Interpret topographical and thematic mapping, and aerial and satellite photographs</li></ul>		
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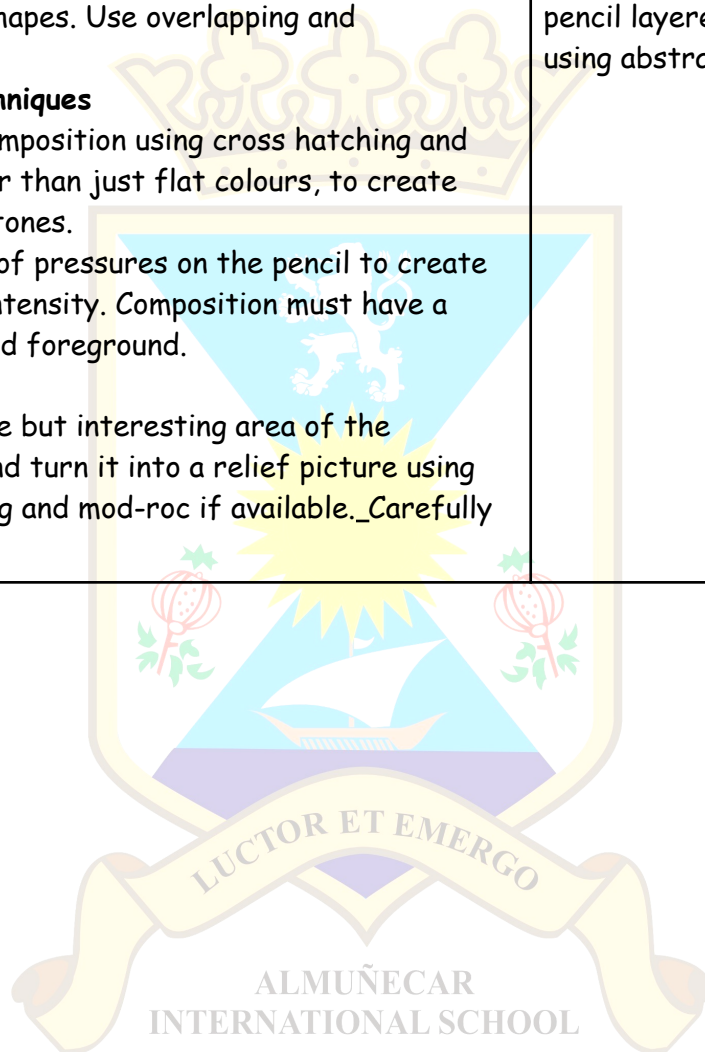
<b>Subject:</b> Art	<b>Year 9</b>	<b>Teacher:</b> Adrian Cortadi Rodriguez
<b>No. of lessons per week:</b> 2	<b>Date:</b> 2024-25	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	<b>CUBISM OBSERVATIONAL DRAWING</b>  Refreshing prior learning. Enhanced ability through greater experience in drawing. Enhanced understanding and appreciation through familiarity	<p>- <b>Tone, mark making, observation, line etc.</b>            Develop and build on previous observational skills learned. Understand and practise the methods and processes used in Cubism.            Ability to apply a range of materials to the act of observational drawing. Enhanced ability through greater experience in drawing with a variety of mediums: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media. Enhanced understanding and appreciation through familiarity: students being shown examples of drawings by various artists and examples from books etc... on technique.</p> <p>- <b>Students shown images of observational still life drawings</b> and these are discussed. The discipline of drawing from observation is discussed with 'tips' given. Students have demonstrated for them aspects of observational drawing. Students complete careful observational line and tonal drawings of still life 'setups'. The timing of drawings is used.</p>	<p><b>Visual:</b> Suggested artists: <b>Picasso, Cezanne, Braque</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b> Technique, form, shape, line, tone, modelling, light, hatching/cross-hatching, drawing, sketching, illumination, draughtsman, shading, pencil, medium, discipline.</p> <p><b>Kinaesthetic:</b> Students are required to complete a variety of several timed drawings of still life 'setups' in a variety of materials/mediums. Students complete small copies of observational</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.

		<ul style="list-style-type: none"> <li>- <b>Students complete small copies of observational drawings</b> by a number of artists detailing in writing the drawing techniques found.</li> <li>- <b>Making processes and achievements</b> so far is discussed at the start (and end) of each lesson. Lessons continue with greater freedom of choice of materials. The concept of drawing is broadened out. The timing of drawings is used.</li> <li>In particular, colour is introduced with oil pastels and pencil crayons. Use of the following as mediums for drawing: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media.</li> <li>- <b>Continuing with observational still life studies.</b> Evaluation. Extension: (expand variety).</li> </ul>	<p>drawings by a number of artists detailing in writing the drawing techniques found. Various other tasks listed below.</p>	
<u>Nov-Dec</u>	<p><b>SURREALISM</b></p> <p>Learn about Surrealism and what are popular Surrealism Motifs. Improve drawing and painting skills. Use photo software to create concepts.</p>	<ul style="list-style-type: none"> <li>- <b>Introduction to Surrealism</b></li> <li>- <b>Metamorphosis Hand</b></li> <li>- <b>Metaphors</b></li> <li>- <b>Surreal Insects</b></li> <li>- <b>Surreal Room</b></li> <li>- <b>Surreal Machines</b></li> <li>- <b>Miró style painting</b></li> <li>- <b>Surrealism information poster</b></li> </ul>	<p><b>Visual:</b> Suggested artists: <b>Magritte, Dalí, Miró.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> <b>key vocabulary:</b> Metaphor Viewfinder Anamorphic</p> <p><b>Kinaesthetic:</b> Sketches paintings collages, computer aided art photo manipulation.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place</p>

				through constant dialogue.
<u>Jan-Feb-Mar</u> <u>ch</u>	<p><b>HENRY MOORE</b></p> <p>Make pupils aware of the term war artist. Introduce wax resist and sgraffito techniques. ICT (if available.) Knowledge and understanding- <b>Henry Moore</b>. Make simplified drawings of figures and convert into semi-abstract sculptures.</p>	<p>- <b>Make studies from models</b>/each other in several reclining poses. Look at negative and positive space. Develop drawings using wax resist technique.</p> <p>- <b>Simplify drawings into semi abstract shapes</b> and make out of clay. Make a simple figure from clay. Make a simple outline drawing of one of the sculptures and introduce sgraffito technique. Sculptures to be photographed and dropped into real life or surreal backgrounds with the aid of photo imaging software.</p> <p>- <b>Paint Sculptures photograph</b> and drop into backgrounds found on the internet using Photo manipulation software.</p> <p>- <b>Evaluation.</b></p>	<p><b>Visual:</b> Suggested artists: <b>Henry Moore, Barbara Hepworth.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b> Wax relief, Terracotta, Casting Iron foundry.</p> <p><b>Kinaesthetic:</b> Make wax relief drawing of figures. Explore Sgraffito. Make a 3D sculpture out of clay and paint in a bronze effect.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
<u>April-May-June</u>	<p><b>KANDINSKY</b></p> <p>Learn how to use music to inspire abstract art.</p>	<p>- <b>Introduce the artist</b> Using images and background history talk about Kandinsky and how his work was created. Make a title page in the style of Kandinsky's painting using shapes and marks to decorate the page. Include historical information.</p> <p>- <b>Music Symbols</b> Create symbols key (labelled) based on sounds listened to during lesson (from CD). Look at</p>	<p><b>Visual:</b> Suggested artists: <b>Kandinsky and Klee</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b> Mask, paint, tissue, features, form, person, character, color,</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</p>

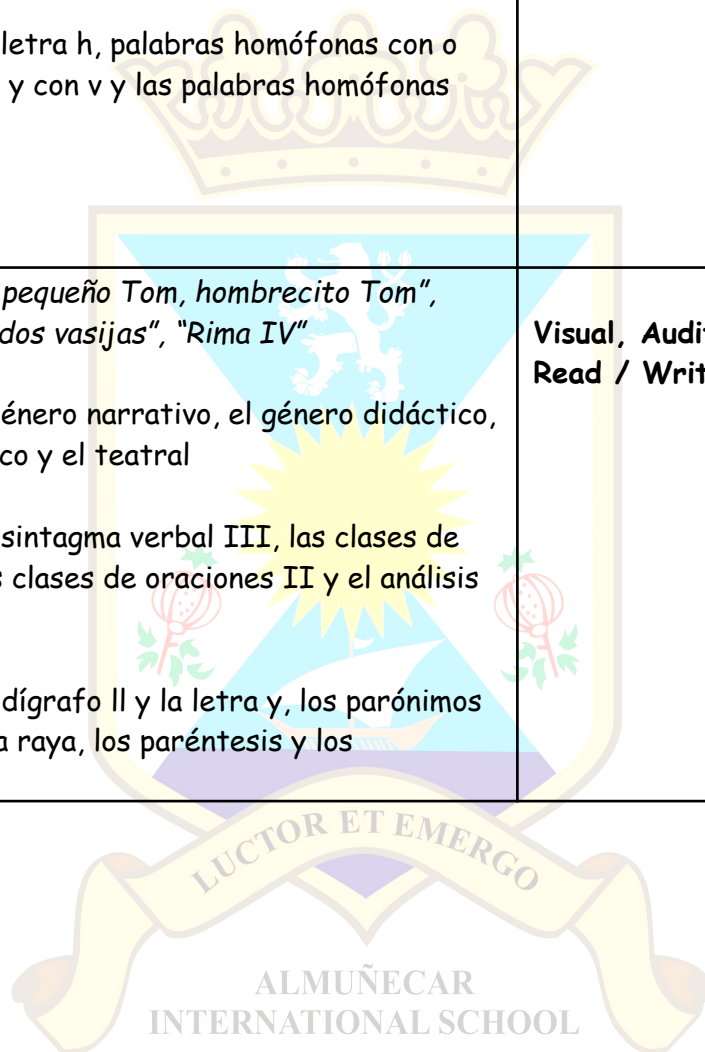
		<p>graphics created when music is played on windows media player.</p> <p>Try to create a pattern (abstract design) using some of the shapes. Use overlapping and repartition.</p> <p><b>. Drawing techniques</b></p> <p>Render the composition using cross hatching and layering rather than just flat colours, to create textures and tones.</p> <p>Use a variety of pressures on the pencil to create strong color intensity. Composition must have a background and foreground.</p> <p><b>- Relief image</b></p> <p>Select a simple but interesting area of the composition and turn it into a relief picture using hot glue, string and mod-roc if available. Carefully add color.</p>	<p>overlapping, layered, built up, solid, decoration.</p> <p><b>Kinaesthetic:</b> Colored pencil layered drawing using abstract symbols.</p>	<p>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>
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<b>Subject:</b> Spanish Lengua	<b>Year 9</b>	<b>Teacher:</b> M <sup>a</sup> Elena Con Ariza
<b>No. of lessons per week:</b> 4	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencias	Learning styles	Assessment Criteria; tests/ projects etc.
1 <sup>o</sup> Trimestre 6-9-21 al 23-12-21	Tema 1. Lo que de verdad importa. Tema 2. Juan Deseado. Tema 3. El patio de la casa. Tema 4. Se hace saber.	<p><b>Lectura:</b> "El balcón en invierno", "Yo soy Malala", "La vuelta al mundo en 80 días", "Bandos del alcalde".</p> <p><b>Literatura:</b> el texto y el enunciado, el texto narrativo, el texto descriptivo, los textos prescriptivos, instructivos y normativos.</p> <p><b>Gramática:</b> la comunicación, la palabra, la palabra y su significado, el origen de las lenguas de España.</p> <p><b>Ortografía:</b> las reglas generales de acentuación, la acentuación de diptongos, triptongos e hiatos, casos especiales de acentuación, la letra g y la letra j.</p>	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic  Visual, Auditory, Read / Write,	<p><b>Criterios de evaluación</b></p> <p><b>Calificación</b></p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>60 % de la nota: Exámenes y controles</p> <p>40% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase.</p>
2 <sup>o</sup> Trimestre 10-1-22 al 8-4-22	Tema 5. Hojiblanca. Tema 6. Nuestro patrimonio. Tema 7. Flamenco. Tema 8. Hojas perdidas.	<p><b>Lectura:</b> "El señor de las moscas", "¡Socorro!", "Reglamento del ciclista" y "Robinson Crusoe"</p> <p><b>Literatura:</b> los textos expositivos, argumentativos y dialogados, los textos periodísticos y publicitarios, los textos de la vida cotidiana y el texto literario.</p>	Visual, Auditory, Read / Write,	

		<p><b>Gramática:</b> el sintagma y la oración, el sintagma nominal, adjetival y adverbial, el sintagma verbal I y el sintagma verbal II.</p> <p><b>Ortografía:</b> la letra h, palabras homófonas con o sin h, la letra b y con v y las palabras homófonas con b y con v.</p>		
<p>3º Trimestre 18-4-22 al 23-6-22</p>	<p>Tema 9. La laguna de Vacaras.</p> <p>Tema 10. Todo corazón.</p> <p>Tema 11. Soñando caminos.</p>	<p><b>Lectura:</b> "Tom, pequeño Tom, hombrecito Tom", "Cuento de las dos vasijas", "Rima IV"</p> <p><b>Literatura:</b> el género narrativo, el género didáctico, el género poético y el teatral</p> <p><b>Gramática:</b> el sintagma verbal III, las clases de oraciones I, las clases de oraciones II y el análisis sintáctico.</p> <p><b>Ortografía:</b> el dígrafo ll y la letra y, los parónimos con ll y con y, la raya, los paréntesis y los corchetes.</p>	<p>Visual, Auditory, Read / Write,</p>	



Scheme of Work and Assessment Year 9 2024-25 [Contents](#)

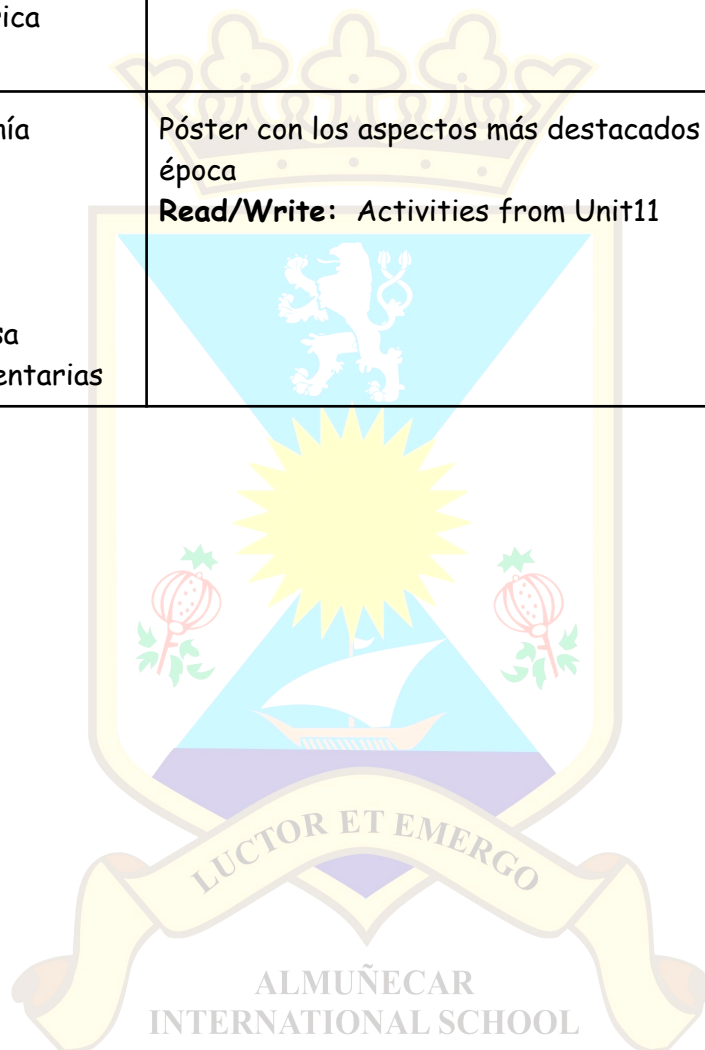
<b>Subject:</b> <b>Sociales</b>	<b>Year 9</b>	<b>Teacher: M. Galiana</b>
<b>No. of lessons per week:</b> <b>3</b>	<b>Date:</b>	<b>2024-25</b>

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

		<p>El feudalismo</p> <p>Unos reyes débiles</p> <p>La nobleza</p> <p>El feudo</p> <p>El poder de la Iglesia</p> <p>Los campesinos</p>	<p>Análisis de dibujos y fotografías</p> <p><b>Read/Write:</b> Activities from Unit2</p>	
Noviembre	<p>3 La época del Románico</p> <p>5 La época del Gótico</p>	<p>Una cultura religiosa</p> <p>La arquitectura románica</p> <p>La escultura románica</p> <p>La pintura románica</p> <p>Una cultura urbana</p> <p>La arquitectura gótica</p> <p>La escultura gótica</p> <p>La pintura gótica</p>	<p>Proyecto en grupo con comentarios de obras de arte de los periodos estudiados</p> <p>Realización de un poster con las características de ambos estilos</p> <p>Analizar la planta de un edificio</p> <p><b>Read/Write:</b> Activities from Unit3-5</p>	
Noviembre-Diciembre	<p>4. La consolidación de los reinos europeos</p>	<p>La prosperidad económica del siglo XIII</p> <p>El renacer de las ciudades</p> <p>La ciudad medieval</p> <p>El auge de la artesanía</p> <p>El reforzamiento de la monarquía</p> <p>La crisis del siglo XIV</p>	<p>Realización de un póster sobre la ciudad medieval</p> <p>Documental sobre la peste negra</p> <p><b>Read/Write:</b> Activities from Unit4</p>	
Enero	<p>6. Al Ándalus</p>	<p>La historia de Al Ándalus</p> <p>Una economía próspera</p> <p>Sociedad desigual</p> <p>Mundo urbano</p> <p>Legado cultural</p> <p>Arquitectura</p>	<p>Análisis de dibujos y fotografías</p> <p>Trabajo de investigación sobre La Alhambra</p> <p><b>Read/Write:</b> Activities from Unit6</p>	

Febrero	7. Los reinos hispánicos cristianos	<p>Los núcleos de resistencia cristiana</p> <p>Los reinos y condados occidentales</p> <p>Los núcleos pirenaicos</p> <p>El avance cristiano</p> <p>La repoblación</p> <p>La organización de los reinos</p> <p>La convivencia de las tres culturas</p> <p>La Corona de Castilla</p> <p>La Corona de Aragón</p> <p>Legado cultural de la Edad Media</p>	<p>Análisis de mapas mapas históricos</p> <p><b>Read/Write:</b> Activities from Unit7</p>	
Marzo	8. El origen del mundo moderno	<p>El mundo del siglo XV</p> <p>Causas de los descubrimientos</p> <p>Exploraciones portuguesas y castellanas</p> <p>El reparto del mundo</p> <p>Los cambios económicos y sociales</p> <p>El Estado Moderno</p> <p>Los Reyes Católicos</p>	<p>Documental mayas, incas y aztecas</p> <p>Productos americanos</p> <p>Andalucía en América</p> <p>Visita a la Alhambra</p> <p>Los Reyes Católicos en Granada</p> <p><b>Read/Write:</b> Activities from Unit8</p>	
Abril	9. Renacimiento y Reforma	<p>Humanismo</p> <p>Un nuevo estilo artístico</p> <p>Arquitectura</p> <p>Pintura</p> <p>Escultura</p>	<p>Análisis obras artísticas</p> <p>Role play reforma religiosa</p> <p><b>Read/Write:</b> Activities from Unit9</p>	

Mayo	10. El apogeo del imperio español	El imperio de Carlos V Felipe II Organización del imperio La conquista de América El imperio americano	Textos sobre la conquista Análisis de mapas históricos <b>Read/Write:</b> Activities from Unit10	
Junio	11. La crisis del imperio español	El final de la hegemonía europea La población Economía Sociedad La hegemonía francesa Las potencias parlamentarias	Póster con los aspectos más destacados de la época <b>Read/Write:</b> Activities from Unit11	



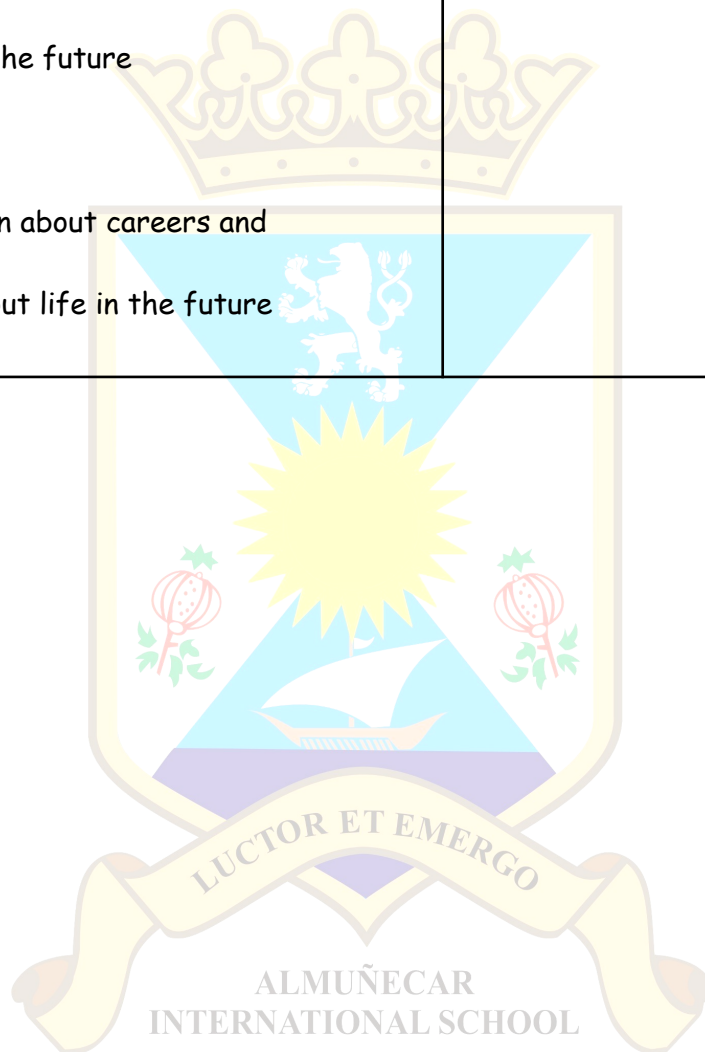
<b>Subject:</b> Spanish 2nd Language Intermediate	<b>Year 9 Intermediate/Advance</b>	<b>Teacher:</b> Carmen F. Jiménez
<b>No. of lessons per week:</b> 5	<b>Date:</b> 2024-25	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept. - Oct.	En Casa y en el Trabajo	<p><b>En Casa y en el Trabajo</b></p> <p><b>1-Repaso 1:</b></p> <p>-Revising food, meals and numbers</p> <p><b>1 Ayudando en casa</b></p> <ul style="list-style-type: none"> <li>Saying what you do to help at home and why</li> </ul> <p><b>1.2-Un trabajo a tiempo parcial</b></p> <ul style="list-style-type: none"> <li>Describing part-time jobs and how you spend your money</li> </ul> <p><b>1.3-Prácticas laborales</b></p> <ul style="list-style-type: none"> <li>Talking about your work experience</li> </ul> <p><b>1.4-La vida sana</b></p> <ul style="list-style-type: none"> <li>Describing your lifestyle and giving health advice</li> </ul> <p><b>1.4-Los medios de comunicación</b></p> <ul style="list-style-type: none"> <li>Discussing TV programmes and films</li> </ul> <p>-Culture:</p> <p>-Finding out facts about nowadays laboral life</p> <p>- Presentation about a film,programm,...</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p>	<p><b>End of the unit test:</b></p> <p>Speaking, reading, listening, writing or grammar.</p> <p><b>Ongoing assessment:</b></p> <p>Teaching guide at the end of each unit. Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Teacher discussions.</p> <p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p>

Nov. - Dec.	<b>De compras</b>	<p><b>2-De compras</b></p> <p><b>2-Repaso 1:</b></p> <ul style="list-style-type: none"> <li>Revising shopping transactions</li> </ul> <p><b>2.1-En los grandes almacenes</b></p> <ul style="list-style-type: none"> <li>Shopping in a department store</li> </ul> <p><b>2.2-¿qué opinas tú?</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and preferences about shopping</li> </ul> <p><b>2.3-En el mercado</b></p> <ul style="list-style-type: none"> <li>Buying food in a market</li> </ul> <p><b>2.4-¡Grandes rebajas!</b></p> <ul style="list-style-type: none"> <li>Buying clothes and making comparisons</li> </ul> <p><b>2.5-¡Hay un problema</b></p> <ul style="list-style-type: none"> <li>Complaining about problems with purchases</li> </ul> <p>-Culture: -Finding out information about different popular markets around the world and in Spain. Comparing them.. Giving opinions about them. -Writing about and designing their own ideal Shopping center</p>	<p>Visual: PPP, pictures, videos, leaflets, magazines, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Jan. -Feb.	<b>De Juerga</b>	<p><b>3.De juerga</b></p> <p><b>3-Repaso:</b></p> <ul style="list-style-type: none"> <li>Revising arranging to go out</li> </ul> <p><b>3.1-¡La cartelera</b></p> <ul style="list-style-type: none"> <li>Reading about what's on and buying tickets</li> </ul> <p><b>3.2-Una cita</b></p> <ul style="list-style-type: none"> <li>Making a date</li> </ul> <p><b>3.3-La prensa</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work.</p>

		<ul style="list-style-type: none"> <li>Reading and discussing newspapers, magazines, and comics</li> </ul> <p><b>3.4-¿Cómo fue?</b></p> <ul style="list-style-type: none"> <li>Saying what you thought a film or event</li> </ul> <p><b>-Culture:</b></p> <p>-Designing a magazine for travellers. Describing different places and peculiarities about them.</p>		<p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Teacher discussions.</p> <p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p>
March-April	Yo	<p><b>4.Yo</b></p> <p><b>4-Repaso:</b></p> <ul style="list-style-type: none"> <li>-Revision of personal descriptions</li> </ul> <p><b>4.1-¿Cómo eres?</b></p> <ul style="list-style-type: none"> <li>Describing personality</li> </ul> <p><b>4.2-Problemas</b></p> <ul style="list-style-type: none"> <li>Describing problems at home and at school</li> </ul> <p><b>4.3. La dependencia</b></p> <ul style="list-style-type: none"> <li>Discussing the dangers of drug dependency</li> </ul> <p><b>4.4. La calidad de vida</b></p> <ul style="list-style-type: none"> <li>Talking about environmental issues</li> </ul> <p><b>-Culture:</b></p> <p>-Finding out cultural aspects about different communities around Spain.</p> <p>-presentation about environment</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i></p> <p>Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p> <p>Teaching guide at the end of each unit. Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Teacher discussions.</p> <p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p>
Summer term	El Futuro	<p><b>5.El Futuro</b></p> <p><b>5-Repaso:</b></p> <ul style="list-style-type: none"> <li>Revision of school subjects and jobs</li> </ul> <p><b>5.1-¿Seguir estudiando o no?</b></p> <ul style="list-style-type: none"> <li>Discussing the options for further study</li> </ul> <p><b>5.2-¿Qué carrera?</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p>	<p><i>End of the unit test:</i></p> <p>Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p>

		<ul style="list-style-type: none"> <li>Talking about career choices</li> </ul> <p><b>5.3-Buscando un empleo</b></p> <ul style="list-style-type: none"> <li>Making a job application</li> </ul> <p><b>5.4-En el futuro</b></p> <ul style="list-style-type: none"> <li>Thinking about the future</li> </ul> <p>-Culture: -Finding out information about careers and universities -Designing a poster about life in the future</p>	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
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<b>Subject:</b> Spanish 2nd Language Beginner	<b>Year 9 Elementary</b>	<b>Teacher:</b> Carmen F. Jiménez
<b>No. of lessons per week:</b> 5	<b>Date:</b>	2024-25

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

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

		<p>Asking about clothes. Saying what you are wearing. <b>5-¿Llevas uniforme?:</b> Talking about your school uniform. <b>6-En la calle principal:</b> Talking about types of shops. Saying where you can buy things.</p> <p><b>-Culture:</b> -Shops around. -Main differences between going on shopping in Spain and the UK.</p>		End of unit tests.
Spring term 2	El Turismo	<p><b>1-¿Qué hay de interés?:</b> Asking what there is to see in a place. Asking what you can do there. <b>2-Tus vacaciones:</b> Talking about where you go and what you do on holiday. <b>3-¿Dónde fuiste?:</b> Saying where you went, what for and who with. <b>4-¿A dónde fueron?:</b> Talking about where other people went. <b>5-¿Lo pasaste bien?:</b> Saying what you did on holidays. <b>-Culture:</b> -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>

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

		<p>Talking about a healthy lifestyle.</p> <p><b>-Culture:</b></p> <p>-Researching and providing real information about healthy lifestyle options in Spain.</p> <p>-Making posters.</p>		<p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p> <p>End of the year exam.</p>
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## Contents

<b>Subject:</b> French	<b>Year 9</b>	<b>Teacher:</b> V Bernard
<b>No. of lessons per week:</b> 3	<b>Date:</b> 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 module a $\frac{1}{2}$ term (6 weeks)	qq		<b>Teaching &amp; Learning Styles (VARK):</b> In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. e.g <b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> Listening exercises, drilling from teacher. <b>Read/Write:</b> Included in textbook practice and part of MFL assessment <b>Kinaesthetic:</b> Acting up transitional language,miming for new words, thinking skills exercises	
Septe°Sept ember	Revision	Classroom instructions The near future Home Past tense Reflexive verbs Travel: a visit to Paris	<b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher <b>Read/Write:</b> Exercises from this chapter <b>Kinaesthetic:</b> Organising a fashion show in French	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
October	Family	Describing your family including jobs Feminine and masculine jobs How to ask in French		

November	Home	<p>Talking about yourself and someone else</p> <p>Saying what you did yesterday</p> <p>Talking about the past</p> <p>Talking about a special day out</p> <p>Saying where you have been and what you have done</p> <p>introduction to perfect tense: <i>voir</i> verbs, <i>je</i> and <i>tu</i> forms</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p> <p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher</p> <p><b>Read/Write:</b> Exercises from this chapter</p> <p><b>Kinaesthetic:</b> Opinion miming, drama on meeting people or famous people interview</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e</p> <p>Listening, Reading, Writing and Speaking and grammar test</p>
December/January	My Life	<p>Talking about what you do in the morning</p> <p>Talking about clubs you go to</p> <p>Making arrangements to go out</p> <p>Talking about going to the cinema using <i>tu / vous</i> and verb endings</p> <p>immediate future: <i>je vais</i> + infinitive (revision) all parts of <i>pouvoir</i> (present tense)</p> <p><i>on pourrait</i> + infinitive</p> <p>Saying when you get up and go to bed at the weekend</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p> <p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher</p> <p><b>Read/Write:</b> Exercises from this chapter</p> <p><b>Kinaesthetic:</b> play writing and acted up to make arrangement to go out</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e</p> <p>Listening, Reading, Writing and Speaking and grammar test</p>
February/March	Programme of the visit	<p>Saying what you are going to do</p> <p>Using the immediate future</p> <p>Asking about where places are and how to get there</p> <p>Talking about how people used to live</p> <p>Being able to form the perfect tense</p> <p>Talking about what happened using the perfect and imperfect</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p> <p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher</p> <p><b>Read/Write:</b> Exercises from this chapter and description</p> <p><b>Kinaesthetic:</b> ringing the bell when you hear the tense</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e</p> <p>Listening, Reading, Writing and Speaking and grammar test</p>

		Talking about what you do to keep fit Giving instructions Using the imperative Talking about healthy eating Giving advice on healthy living		
Avril/May	Let's eat	Breakfast and lunch Using some in French Shopping for food Understand what people are buying from a dialogue Expressing quantities Ordering food and drinks Describing a day in the past Understand a longer article using the present and perfect tenses	<b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher <b>Read/Write:</b> Exercises from this chapter <b>Kinaesthetic:</b> miming, acting on transactional language	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
June	A week in Paris	Revising the verb aller and its use for the immediate future Means of transport Advantages and inconvenient The use of "y" in French Cultural awareness: getting to know Paris Using the metro Describing a stay in the past Revising regular and irregular verbs in past.	<b>Visual:</b> Real life footage of the French capital, Videos, Powerpoint presentation <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher <b>Read/Write:</b> Exercises from this chapter, writing a diary of your stay <b>Kinaesthetic:</b> Miming, drama a problem in the French metro	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test

Scheme of Work and Assessment Year 9 2024-25 [Contents](#)

<b>Subject:</b> German	<b>Year 9</b>	<b>Teacher:</b> Victoria Bautista Lenkeit
<b>No. of lessons per week:</b> 3	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept -Nov	Echo 2: Chapter 1 and 2: -Holidays -Eating out and going shopping	Saying what you do at different times of the year Talking about where you usually go on holidays and where you went last year Talking about places to stay Saying what you did Buying fruit and vegetables Ordering in a café Saying what you buy in different shops	Listening, reading, speaking and writing exercises; Preparing market stalls and making up role plays on the market; Producing menus for their own restaurants; Role play choosing the best restaurants and making up and studying own dialogues;	Mini -Tests and End of Unit Assessments; Exercise books;

Dec - Feb	Echo2: Chapter 3: After school activities	Thinking, talking and writing about different types of TV programmes Saying what you like doing Saying what you and your friends do after school Understanding an interview with a sports person Talking about an after-school trip	Listening, reading, speaking and writing exercises; Research on internet and sorting material to present results in the way they prefer (presentation, poster, paragraph);	Mini-Test; Research abilities and presentation of results; Exercise books End of Unit Assessment
March - April	Echo 2: Chapter 4: Health	Naming one's parts of the body and saying what is the problem with them; Describing symptoms Talking about healthy and unhealthy eating	Listening, reading, speaking and writing exercises; Group work: Writing and performing own dialogues and role plays at the doctor.	Mini-Test Exercise books Role Plays End of Unit Assessment
May-June	Echo 2: Chapter 5: Going out	Introduction of future tense and revision of past tense; Talking about clothes using adjectives with corresponding endings; Talking freely in a role play after having written their own parts using future tense for making arrangements for a party and conversations at the party in plural form of verbs;	Listening, reading, speaking and writing exercises; Group work: Writing and performing a role play with several acts about making arrangements for a party and conversations at the party; Writing a paragraph about the party they have been on.	Mini-Test Exercise books Role Plays Paragraphs in past tense End of Unit Assessment



Scheme of Work and Assessment Year 9 2024-25 [Contents](#)

<b>Subject:</b> PE	<b>Year 9</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 2	<b>Date:</b>	2024-25

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

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

<b>Subject:</b> Creative and Performance	<b>Year 9</b>	<b>Teacher:</b> Nick Lavin, Marie Carmen Diaz, Carmen F. Jimenez, Paul Reichenbach, Hanna Kubica, Adrian Cortadi
<b>No. of lessons per week:</b> 2	<b>Date:</b>	2024-25

Time scale approx	Topics
	Students will choose an option
	<p><b><u>DRAMA &amp; MUSIC</u></b></p> <p>The purpose of this workshop is to develop basic communication skills and foster creative thinking through play and drama activities. The workshop aims to help students:</p> <ul style="list-style-type: none"> <li>• Develop basic communication skills through dramatic play.</li> <li>• Enhance confidence and interest in drama.</li> <li>• Learn various theatrical and musical techniques through play.</li> <li>• Improve social skills through cooperative games and drama activities.</li> <li>• Perform group-created theatrical compositions.</li> <li>• Stimulate creativity through improvisation and expression.</li> <li>• Promote psychomotor development through dance and theatre.</li> <li>• Engage in activities that encourage perception and expression.</li> <li>• Strengthen memory through simple theatrical scripts.</li> </ul> <p>*In June, the students put into practise all the knowledge they have acquired throughout the year when they represent a play. This year the play is <b><u>Mary Poppins</u></b></p>

**Computing**

The students will design and build a simple 3D design using SketchUp for Schools.  
They will first discuss their knowledge of 3D design and what makes a good design.  
They will then plan ideas for their own design.  
They will then familiarise themselves with the SketchUp for Schools development suite.  
The students will then create their own designs.

**Play Leaders**

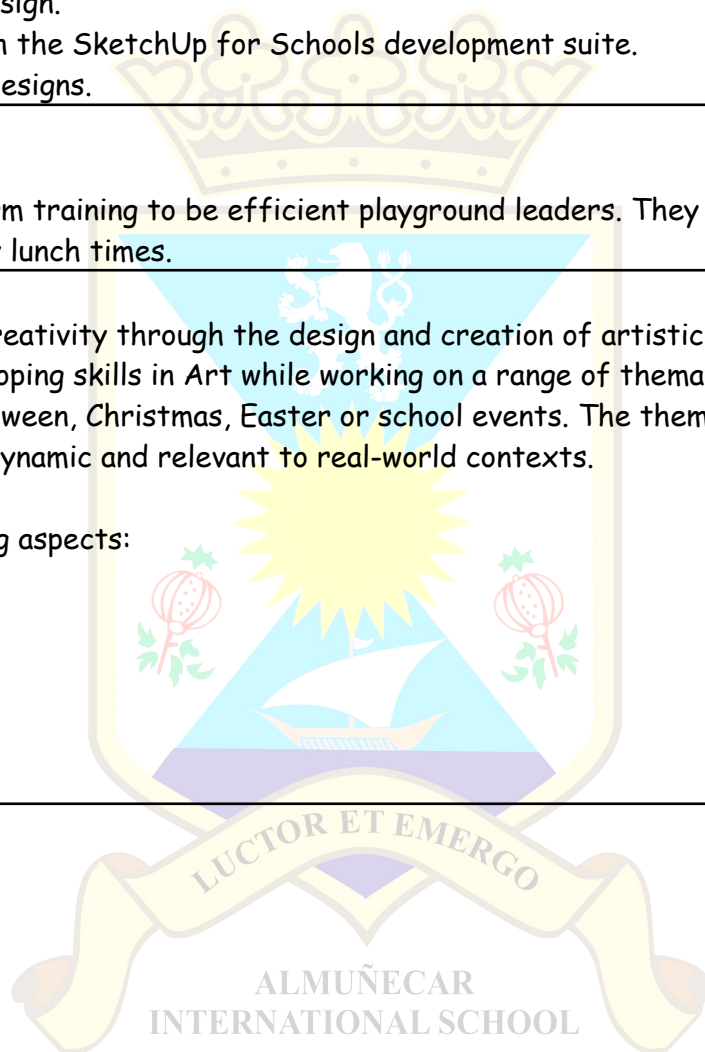
The students will spend the first half term training to be efficient playground leaders. They will then begin to lead their own activities to Key stage 2 during Tuesday and Thursday lunch times.

**ART**

In this subject, students explore their creativity through the design and creation of artistic projects using a combination of imagination and artistic techniques. The focus is on developing skills in Art while working on a range of thematic projects throughout the year. These projects include seasonal topics like Halloween, Christmas, Easter or school events. The themed projects allow for exploration of different art forms and media, making the course dynamic and relevant to real-world contexts.

Students will be assessed on the following aspects:

- Creativity and Originality.
- Use of Materials and Techniques
- Development of Ideas
- Effort and Participation
- Presentation



<b>Subject:</b> Music	<b>Year 9</b>	<b>Teacher:</b> Hanna Kubica
<b>No. of lessons:</b> 1 lesson per week.	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept. to Dec	<b>DANCE MUSIC</b>  <b>SOUNDTRACKS</b>	<p>Dance Music Unit - learning objectives:</p> <ul style="list-style-type: none"> <li>Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them.</li> <li>Understand how different dance music genres use different time signatures and metres and how these relate to the dance.</li> <li>Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.</li> <li>Understand how different dances use characteristic dance rhythms within their music.</li> <li>Describe the different accompaniment patterns and textures in dance music from different times and places.</li> </ul> <p>Soundtracks Unit - the students will learn:</p>	<p><b>Visual:</b> A wide range of inspirational videos related to the topic and used to explore genres and moods.</p> <p><b>Auditory:</b> listening to and evaluating a wide range of film music plus commercial advertisement. Constant feedback to their own performance to improve playing and composition.</p> <p><b>Read/write:</b> Analytical and evaluation tasks.</p> <p><b>Kinaesthetic:</b> Pupils play a variety of instruments to improve fine and gross</p>	<p><b>On-going:</b> Evaluation of one's own and others' work justifying opinions with musical vocabulary.</p> <p><b>Starter reading task:</b> Includes questions for class discussion which will be used to gain a sense of students' understanding of the topic and its vocabulary.</p> <p><b>End of unit review:</b> A tick list to help students to assess how much they have learned. Final test after each Unit.</p>

		<ul style="list-style-type: none"> <li>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>How timing is a crucial factor in the composition and performance of music for film.</li> <li>How film music can change the viewer's interpretation of a scene.</li> <li>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</li> </ul>	motor skills, dexterity and coordination.	
Jan - March	<b>VIDEO GAME MUSIC NEW DIRECTIONS</b>	<p>Video Game Music Unit - learning objectives:</p> <ul style="list-style-type: none"> <li>Understand the various ways in which music is used within a range of computer and video games from different times.</li> <li>Understand, describe and use common compositional and performance features used in computer and video game music.</li> <li>Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.</li> <li>Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ul> <p>New Directions - learning objectives:</p>	<p><b>Visual:</b> videos, power points, reading from notation.</p> <p><b>Auditory:</b> identifying themes, scales, timbres, comparing harmonies</p> <p><b>Read/write:</b> 5 minute silent reading sheets, accurate use of musical vocabulary - describing extreme musical tools</p> <p><b>Kinaesthetic:</b> practise repetitive motifs on the keyboard, come up with ideas of "prepped" instruments</p>	<p><b>On-going:</b> Evaluation of one's own and others' work justifying opinions with musical vocabulary. Observation during practical tasks.</p> <p><b>Starter / plenary tasks:</b> To revise and assess students' understanding of musical concepts and vocabulary.</p> <p><b>End of unit review:</b> A tick list to help students to assess how much they have learned. Final test after each Unit.</p>

		<ul style="list-style-type: none"> <li>• Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals.</li> <li>• Understand that twentieth century music consisted of many different types, styles, movements and genres.</li> <li>• Understand and demonstrate how minimalist composers develop pieces from small starting points.</li> <li>• Know and demonstrate the compositional and serialist techniques used by expressionist composers.</li> <li>• Manipulate motifs, cells and note/tone rows using a variety of musical development techniques.</li> </ul>		
April-June	<b>SAMBA</b>  <b>WHAT MAKES A GOOD SONG?</b>	<p>Samba Unit - learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand how instruments, structures and textures are used in Samba</li> <li>• Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music</li> <li>• Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising</li> </ul>	<p><b>Visual:</b> film clips / videos of performances of songs to be analysed, graphic scores to represent melodic shapes</p> <p><b>Auditory:</b> listening and analysing song structures and melodic shapes, exploring samba percussion instruments</p> <p><b>Read/write:</b> 5 minute reading sheets.</p>	<p><b>On-going:</b> Evaluation of one's own and others' work justifying opinions with musical vocabulary. Observation during practical tasks.</p> <p><b>Starter / plenary tasks:</b> 5 minutes reading and Powerpoint presentation to revise and assess students' understanding of music vocabulary and concepts.</p> <p><b>End of unit review:</b></p>

		<p>What Makes a Good Song Unit enables students to:</p> <ul style="list-style-type: none"><li>• Understand how popular songs have mass appeal across all age ranges and in a variety of contexts</li><li>• Recognise the importance of structure in popular songs</li><li>• Understand the importance of a memorable melody</li><li>• Describe melodic movement and range in different ways</li><li>• Explore the importance of lyrics in popular songs</li></ul>	<p>Description using correct musical vocabulary.</p> <p><b>Kinaesthetic:</b> singing, performing rhythmic elements, performing Samba accompaniment, composing a simple song using ukulele chords</p>	<p>A tick list to help students to assess how much they have learned. Final test after each Unit</p>
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