ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 8 Curriculum 2026-27

Contents

English Language | Mathematics | Science | Computing | Global Minds | Spanish Lengua | Spanish Sociales

Spanish 2nd Language | French | German | Art | PE | Creative and Performance | Music

ALMUÑECAR INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: English Language	**Year 8**	**Teacher: Ms.Wilde**
No. of lessons per week: 4	**Date:** 2026-27	

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
HT1	8.1 Mystery and Suspense	In this unit, learners will read and discuss a range of texts, showing understanding of how the structural, linguistic and literary features are used for effect. Learners will compare encountered texts from different cultures and times, commenting on implied meaning and expressing an informed personal opinion. Using their knowledge of different text types and textual features, learners will confidently write in a particular genre, beginning to use structural, linguistic and literary features to create a specific effect. Learners will listen to others and respond in a variety of ways: generating a reasoned response, building on shared ideas and synthesising shared ideas. When speaking, learners will adapt their language as appropriate and will show sensitivity in understanding when to contribute and when to listen.	**Visual**: Reading of texts/ PowerPoint activities and reading of the novel 'Skellig' by David Almond. **Auditory**: Listening to the reading of texts by others. **Read/ Write**: Exercises from Cambridge Checkpoint and stages textbooks. Write own story/speech/article. **Kinaesthetic**: Building and presenting Power Points, grammar games.	Reading homework ongoing – 20 minutes reading in English every evening. Weekly: learning/written/reading homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives. Extended Learning project over HT1 and HT2. Students can attempt a range of skills adapted to their own needs.

ALMUNECAR INTERNATIONAL SCHOOL

HT2	8.2 Earth's Wild Places	Learners will use a range of reading strategies to distinguish between main and subsidiary points, taking notes, collating and summarising ideas and information that they encounter across multiple texts. Learners will comment on how structural features are used to emphasise connections within a text and will use similar features to organise their writing for particular effects across a wide range of audience. Working across a variety of group roles, learners will adapt their communication to their audience, demonstrate empathy and understanding of characters, and give constructive feedback to others to evaluate their contributions.	**Visual**: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. **Auditory**: Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. **Read/ Write**: Worksheets and self assessment target setting. **Kinaesthetic**: Presenting ideas in discussions, challenging others with intellectual intentions.	Reading homework ongoing – 20 minutes reading in English every evening. Weekly: learning/written/reading homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives. Extended Learning project over HT1 and HT2. Students can attempt a range of skills adapted to their own needs.

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

HT3	**8.3 Language and Power**	Learners will read a wide range of texts, offering possible interpretations for a writer's level of formality and use of linguistic and literary techniques, and using the appropriate degree of formality alongside a range of linguistic and literary techniques for effect in their own writing. When considering the texts read, learners will discuss why certain texts are important within a culture and how the context can affect its meaning. Learners will discuss how the writer uses features of text structure for effect, including different sentence types, which they will apply in their own writing. Learners will sustain an effective organisation of talk, exploring points of agreement and disagreement, and using non-verbal communication to enhance their meaning.	**Visual**: Reading original material/ novels/ worksheets **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, role play.	Reading homework ongoing – 20 minutes reading in English every evening. Weekly: learning/written/reading homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives.
HT4	8.4 Technology	Learners will comment on how a writer uses text structure for effect and grammar to convey shades of meaning and build detail, before demonstrating how to do so in their own writing. Learners will comment on the impact of bias and will use a consistent viewpoint in their writing. Learners will	**Visual**: Newspaper articles, physical and online material. **Auditory**: Listening to the readings of non fiction texts. Responding to set questions that aren't written	Reading homework ongoing – 20 minutes reading in English every evening. Weekly: learning/written/reading

LUCTOR ET EMERGO
AMERICAN INTERNATIONAL SCHOOL

		show understanding of word families, roots, derivations and morphology as they deduce the meaning of unfamiliar words in context and spell most words correctly in their own writing. Learners will sustain an effective organisation of talk, exploring points of agreement and disagreement, supported by relevant textual references, and adapting their communication for the audience. Learners will discuss the impact of any variations in communication.	on the board or typed already for students. **Read/ Write**: Discursive writing. Responding to tasks of auditory setting. Creative writing tasks. **Kinaesthetic**: Group work, designing class-room.	homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives.
HT5	8.5 Survival	Learners will read a wide range of texts, considering how the writer organises the content for clarity and uses punctuation to convey shades of meaning, before applying these features in their own writing to support the intended purpose and audience and to enhance meaning. Learners will trace the development of ideas, viewpoints and purposes through a text and use a consistent viewpoint in their own writing. Learners will plan and deliver presentations and speech, making decisions about the level of support needed. Conversely, learners will also listen, evaluate what is heard and generate a reasoned response. In their responses, learners will adapt their language to express complex ideas and opinions and will show sensitivity in turn-taking.	**Visual**: Reading original material/ plays/ worksheets etcetera. **Auditory**: Listening to recordings and to members of the class. Responding to direct questioning. **Read/ Write**: Creative writing skills. **Kinaesthetic**: Group presentations. Role play.	Reading homework ongoing – 20 minutes reading in English every evening. Weekly: learning/written/reading homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives.
HT6	8.6 Comedy	Learners will explain how language, including standard and non-standard English, is used for effect in a range of texts and will confidently apply	**Visual**: Reading original material/ poetry/ worksheets etcetera.	Reading homework ongoing – 20 minutes reading in English every evening.

ALMUÑECAR INTERNATIONAL SCHOOL

		it in their own writing. Learners will discuss how writers distinguish between different voices and develop different voices for their own characters. Learners will develop discussions by building on shared ideas, purposefully adapting their speech for impact on their audience and using non-verbal communication to enhance meaning. Learners will also use speech, gesture and movement to demonstrate empathy and understanding of a range of characters.	**Auditory**: Listening to recordings and to members of the class. Responding to direct questioning. **Read/ Write**: Creative writing skills- poetry literary techniques. **Kinaesthetic**: Group presentations. Role Play.	Weekly: learning/written/reading homework depending on where the students are in the MTP. Half Termly mini-assessments based on the objectives.
June	**Year 8 end of year assessments**	Students will sit the Year 8 Progression papers, involving both reading and writing skills		

LUCTOR ET EMERGO
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INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Mathematics (Cambridge 0862)	**Year 8**	**Teachers: Clara Alderson**
No. of lessons per week:5	**Date:** 2026-27	

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
HT1 (sept/oct)	**Number-** Integers, powers and Roots Place value, ordering and rounding **Algebra-** Expressions, equations and formulae	Understand factors, multiples, prime factors, HCF and LCM BIDMAS Use positive and zero indices and the index laws for multiplication and division Multiply and divide by 0.1 and 0.01 Round numbers to a given no of significant figures Letters have different meanings in expressions, formulae and equations Expand a bracket with a single term	**Visual:** **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:**	-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
HT2 (nov/dec)	**Geometry-** Geometrical Reasoning, shapes and measurements	Hierarchy of quadrilaterals Polygon lines of symmetry and order of rotation Understand pi and Euler's formula Properties of angles on parallel lines	**Visual:** **Auditory:** Listen to teacher/ peer explanation	-Self marking of day to day exercises from textbook -Peer marking of specific exercises

	Statistics- Probability	Exterior angles of a triangle Construct triangles, midpoint and perpendicular bisector Conversion of km to miles Area of parallelogram and trapezium Understand complementary events have a total probability of 1 Tables, diagrams and lists can be used to identity all mutually exclusive outcomes of combined events Find theoretical probabilities of equally likely combined events Compare experimental probabilities with theoretical outcomes	**Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** Use of calculator	-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering. -HT2 assessment
HT3 (jan/ feb)	**Number-** Fractions, decimals, percentages, ratio and proportion **Geometry-**Position and transformations		**Visual:** **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:**	-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
HT4 (march)	**Statistics-** Data		**Visual:** Variety of diagrams and graphs	-Self marking of day to day exercises from textbook

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

	Algebra- Sequences, functions and graphs		**Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:**	-Peer marking of specific exercises -Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering. -HT4 assessment
HT5 (april/may/ june)	**Number/ Algebra practice** **Revision and review Cambridge End of Year Assessments** **Individual Maths projects**	Link together number and algebra concepts Revision of all key areas and practice exam questions Projects	**Visual:** **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:**	-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. -Cambridge end of Year assessment

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ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Science	**Year 8**	**Teachers: Gisela Ferrón**
No. of lessons per week:4	**Date:** 2026-27	

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	Respiration and Moving	Blood. Circulation system. The need of plants for carbon dioxide, water and light for photosynthesis and that this process makes biomass and oxygen The constituents of a balanced diet and the functions of various nutrients The effects of nutritional deficiencies The relationship between diet and fitness The organs and functions of the alimentary canal The function of enzymes	Discuss how the leaf is adapted to photosynthesis **A** Test the formation of oxygen from pond weed. **K** Test leaves for starch **K** Investigate which foods contain protein, fats, starch, reducing sugars **K/V** Investigate the effects of nutritional deficiencies using secondary sources **R/W**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

Oct	Nutrition Obtaining Food	How water and mineral salts are absorbed and transported in flowering plant The basic components of the circulatory system and their functions. The basic components of the respiratory system and their functions. Gaseous exchange. The effects of smoking. Aerobic respiration	Observe roots and root hairs of previously germinated seeds **V** Dissection of an animal heart **K** Diagrams and videos of the circulatory and respiratory systems **V** Research disorders of the circulatory system using secondary sources **R/W**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Ecosystem	Keys to identify plants and animals Food chains, food webs and energy flow Adaptations to habitats Inherited traits The work of Darwin	Identify plants and animals in the local environment **V/K** Identify food chains within an example of a food web **V** Discuss inherited characteristics **A** Research selective breeding using secondary sources **R/W**	eekly homeworks on each topic servation of practical skills ontribution to class and group activities End of unit test
Dec	Elements, Mixtures and Compounds	Changes of state, gas pressure and diffusion. The chemical symbols for the first twenty elements of the Periodic Table. Elements, compounds and mixtures	The particle theory of matter used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion **A** Demonstrate examples of diffusion in liquids and gases **V/K** Explain that the simplest form of particle is the atom **A** Distinguish between an element, a mixture and a compound **A/V**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Light	How light travels and the formation of shadows.	Observe sources of light - candles, bulbs etc **V** Make and use a pinhole camera **K**	Weekly homeworks on each topic

LUCTOR ET EMERGO
AL BARSHA SOUTH
INTERNATIONAL SCHOOL

		How non-luminous objects are seen. Reflection at a plane surface and use the law of reflection. Refraction at the boundary between air and glass or air and water. The dispersion of white light. Colour addition and subtraction, and the absorption and reflection of coloured light	Make a simple periscope from cardboard tubes and small plastic or aluminium mirrors **K** explain that some colours are absorbed and some transmitted **A**	Observation of practical skills Contribution to class and group activities End of unit test
Feb	Metals, Non-metals and Corrosion	The differences between metals and -metals. Chemical reactions which are not ful. Word equations	Compare properties of metals and non-metals **V** Research the corrosion of other metals such as magnesium, aluminium, zinc, tin and copper **R/W**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar	Sound	The properties of sound in terms of movement of air particles. The link between loudness and amplitude, pitch and frequency	Make sounds with simple objects such as plucking stretched elastic bands on a box, twanging rulers, blowing across test tubes **A** Demonstrate ear structure using a model ear **V**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
April	Chemical Reactions	Some common compounds including oxides, hydroxides, chlorides, sulphates and carbonates. Using word equations to describe a reaction	Investigate some chemical reactions **K/V** Write word equations to describe chemical reactions **R/W**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

LUCTOR ET EMERGO
ALMUNECAR INTERNATIONAL SCHOOL

				End of unit test
May	Forces and Magnets	Speed including interpreting simple distance/time graphs. How magnetism can be used to move things	Calculate average speed using timing gates Produce distance-time graphs.**R/W** Investigate the properties of magnets **K**	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
June	Revision			End of year test

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Computer Science	**Year 8**	**Teacher: P Reichenbach**
No. of lessons per week: 2	**Date:** 2026-27	

Week	Topic	Activities	Assessment
1-6	*1. The nature of technology - understanding networks* 1.1 Network hardware 1.2 How a network fits together 1.3 Sending messages over the internet 1.4 Sending messages: a simulation 1.5 Connecting to a network 1.6 In the cloud	Students will learn about network hardware and how the components work together. They will study how messages are sent over the internet using packet switching and learn how to connect to a network and problem solve connection errors. Students will study cloud storage and other services in the cloud.	Students will be tested on their knowledge of networks and the cloud, and make a presentation explaining how to connect to a network and use the internet. Students will self-evaluate their progress.
7-12	*2. Digital literacy: Computers and learning* 2.1 Using computers for learning 2.2 Using computers for discovery 2.3 What is e-learning? 2.4 Starting your e-learning project 2.5 Create an e-learning slide 2.6 Add a test question	Students will learn how computers are used to help people learn, and study how computers are used to make discoveries. The students will discover how to use online research to help complete a project.	Students will be tested on their knowledge of using the internet for research, and assess their performance in the weekly activities from the unit. Students will self-evaluate their progress.
13-18	*3. Computational thinking: Team manager* 3.1 Make a list 3.2 Work with list elements 3.3 Block bad input 3.4 Traverse a list	Students will learn how to store a series of items as a list and how to add, delete and edit items in the list. They will learn how to look at every value in a list and how to make a menu	Students will be tested on their knowledge of lists and skills in using lists. Students will create a list which stores the names of cities. Students will self-evaluate their progress.

ALMUNECAR INTERNATIONAL SCHOOL

	3.5 Menu of choices 3.6 Activate the menu choices	interface to assist a user. Students will learn how to block bad input to stop a program from crashing.	
19-24	*4. Programming: Atom finder* 4.1 Amend a program 4.2 Make and use procedures 4.3 Linear search 4.4 Linear search procedure 4.5 Two types of search 4.6 Binary search	Students will learn how to store blocks of code as procedures and use them in programs. They will learn how to create a procedure and find an element in a list. Students will learn how to compare algorithms used for searching a list.	Students will be tested on their knowledge of the algorithms used to manage information in lists. They will debug a program and add code to it. Students will self-evaluate their progress.
25-30	*5. Multimedia: Creating and sharing digital media assets* 5.1 Plan a media project 5.2 Understand requirements 5.3 Make technology choices 5.4 Create and share content 5.5 Make a rough cut of your video 5.6 Make a share the final cut	Students will learn how to plan a media project using a brief and storyboard. They will learn how to choose the right hardware and software for a project. Students will learn how to record video clips and edit them using video editing software.	Students will be tested on their knowledge of the hardware and software used to manipulate video content. They will complete a checklist of a video manipulation project, and self-evaluate their progress.
31-36	*6. Numbers and data: Mobile medical services* 6.1 What medical supplies do you have? 6.2 Surplus of shortfall? 6.3 Can you do more? 6.4 What to order? 6.5 Summary data 6.6 Plan for the future	Students will learn how to analyse data stored in a data table. Students will learn how to use computer data to help with decision making.	Students will be tested on their knowledge of data tables and formulas. They will also create a data table. Students will self-evaluate their progress.

ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Global Minds	**Year:** 8	**Teacher:** Mrs S WilMo
No. of lessons per week: 2	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles** Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	**Assessment Criteria; tests/ projects etc.**
Term 1 – Global Perspectives HT1 September	Managing the coast – When is doing nothing actually doing something What is an island? How do continental and oceanic islands differ? What is unusual about how Brownsea Island was created?	Locational knowledge • Extend their locational knowledge & deepen their spatial awareness of the world's countries - Britain Human and physical geography • Understand through the use of detailed place-based exemplars human geography relating to population & urbanisation; physical geography relating to rocks, weathering, etc. • Understand how human & physical processes interact to influence & change landscapes and environments and the climate. Geographical skills and fieldwork • Build on their knowledge of globes, maps and atlases	Know – physical and human processes; management strategies Appreciate – changes, costs and benefits Recognise – physical processes and impacts Interpret – sources of geographical information	Identify islands by their shape Draw and label diagrams of continental island and oceanic island Explanation – why 75% of volcanoes are long the Pacific Ring of Fire
October	How and why did someone change the shape of Brownsea Island		Understand – opportunities and constraints; interdependence of physical and human features	Label map of Poole Harbour with key geographical features Using images answer key questions on the use of Brownsea Island over time Interpretation of past and current maps

ALMUÑECAR INTERNATIONAL SCHOOL

	What was the reclaimed land of St Mary's Bay used for Why is the lagoon on Brownsea Island so important	• Interpret topographical and thematic mapping, and aerial and satellite photographs.	Appreciate – physical and human process; influence of patterns Develop – knowledge of location; physical and human geographical characteristics Interpret – sources of geographical information to reach conclusions and judgements	Discussion on key points of use and change of use over time
HT2 November	How is the coastline of Brownsea Island changing What is coastal management and why is it becoming more important in Britain When it comes to coastal change, what are the main management options		**Recognise** **Describe** **Classify** **Demonstrate** informed understanding through explanation **Apply** **Synthesise** **Evaluate**	Annotated diagrams Explanation Writing Photograph analysis Discursive writing outline negative and positives
December	Which coastal management option has the National Trust decided upon for Brownsea Island			Construction and Evaluation of map Construction and interpretation of maps Identification and evaluation of costs and benefits

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

	What is the best option for Brownsea lagoon			Presentation
Term 2 – History Understanding industry and empire HT3 January	Thematic Study: Sugar, empire and slavery through time. How sugar reached the Islamic world, AD350 – 1100 How sugar spread to Europe and the Caribbean, 1100 - 1500	Reflect: on images depicting the cultural value of sugar; activities related to sugar; relationships between stakeholders; on the impact Enquire: enquire into the missions; how the sugar trade changed across 6 different periods; slave trade and its impact and abolition	**Know More**: Become curious and passionate about History; Build historical understanding the wider world; build your picture of how things have changed over time **Look closer**: use sources to find out ab out the past; make sense of historical sites such as castles; evaluate interpretations of history **Think deeper**: ask good enquiry questions; understand the events that have shaped the world you live in; make up your own mind about historical issues	Writing – summarise information and evaluation Notetaking Class Discussions
February	Transatlantic sugar, 1500 – 1800 The human cost of sugar	**Reflect:** on information used to explain how events happened; **Enquire:** into everyday examples of lives; into opportunities brought; roles of men, women and children		Explanatory writing Notetaking Class Discussions Comparative Writing
HT4 March	Sugar for everyone, 1800 – 1900 The sugar crisis: 1900 to the present	Reflect: maps & routes used; images used to explain importance; challenges faced by those involved; on the fairness or injustice; relationships Enquire: into explanation of why events happened; how colonies were created; attitudes towards family life; difficulties for families during this period		End of Term Assessment How far do you agree or disagree writing practice Audio Guide

ALMUNECAR INTERNATIONAL SCHOOL

Term 3 – Global Perspectives HT5 April	What are the benefits and challenges of using social media to communicate with others What advice would you give to others about communicating through social media? How could I improve my attention and response to others in teamwork? *Students work towards a project to present guidance to primary students on communicating with Social Media or a general communication / listening. KS2 manager to confirm participation and dates. Proposed week of April 27th.	Learners create a display that demonstrates how listening can contribute to a successful team or the qualities of an effective team member. Learners use information they have found about social media to create a short role play that demonstrates a strength or weakness of social media for communication. Learners create and act out an example demonstrating the impact on communication when a message is misinterpreted. Learners give an example of when face-to-face communication is more appropriate than communicating through social media, when they have misinterpreted a message from a friend or member of the family, what they learnt from the miscommunication activity or how they will use social media differently. Learners demonstrate that they can collaborate in a team through observations (self, peer and teacher observations), feedback and self-reflection. They provide examples from the team task to create guidance on communicating through social media.	**Communication:** Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue. **Collaboration**: Work positively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, encouraging other team members to participate and being open to others' ideas. **Reflection**: Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome.	Create a display that demonstrates how listening can contribute to a successful team or the qualities of an effective team member. Use information they have found about social media to create a short role play that demonstrates a strength or weakness of social media for communication. Learners create a video presentation with an example demonstrating the impact on communication when a message is misinterpreted

ALMUÑECAR INTERNATIONAL SCHOOL

May	Skill Focus: Analysis: Sport for all? Topic: Sport and recreation By the end of this Challenge, learners will develop their skills of analysis by solving problems, identifying gaps in knowledge and organise a disability sports day to raise awareness amongst AIS students Linked to the social model of accessibility.	Learners can make connections between access to sport and recreation and other issues and concepts, such as cultural identity, societal development, national income or government funding. Learners can consider a range of approaches to a particular issue or problem, describe the advantages and disadvantages of each, and make conclusions and recommendations as required. Learners can define perspective by gender, age, geographical region, or sport classification and select the most appropriate definition for the issue they are studying. Learners can decide how best to obtain different perspectives on an issue such as weighing up the advantages and disadvantages of first-hand accounts or primary sources compared with those of secondaryry sources.	**Analysis**: Identify perspectives and synthesise arguments and evidence from a range of sources on a given issue; Recommend an appropriate course of action and explain both its implementation and possible consequences for a national or global issue. **Research**: Select most suitable methods and conduct research to test predictions and answer a research question. Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen. **Reflection**: Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives.	
June	Collaborative team project: – organise Disabled Sports Day for Years 5 & 6 working across Global Minds classes (Year 7, 8 & 9) *NOTE: The timetable for lesson and groups will be adapted to accommodate			End of Term Assessment Learners demonstrate that they can collaborate in a team through observations (self, peer and teacher observations), feedback and self-reflection.

	the shift in students participating in the Drama production. Proposed date: Week of June 7th			

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Spanish Lengua	**Year 8**	**Teacher:Mª Elena Con Ariza**
No. of lessons per week:4	**Date:** 2026-27	

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**	

1º Trimestre.	Tema 1. ¿Soy un bicho raro?
	Tema 2. Aires de familia.
	Tema 3. Quiero ser…
	Tema 4. Desconectados.
		Lectura: Ser famoso, La gran Dora, Tras la batalla y 12 consejos útiles para estar en Internet conectado y seguro.
		
		Literatura: La literatura. El lenguaje literario, Grandes temas de la literatura y Los géneros literarios.
		
		Gramática: La estructura palabra, Las palabras y su significado, El sustantivo y Los determinantes.
		
		Ortografía: Las mayúsculas, La letra b, La letra v y La letra j.
				Criterios de evaluación
				
				Calificación
				
				La calificación de la asignatura corresponderá a los siguientes porcentajes:
				
				• **70%** DE LOS EXÁMENES DE CADA UNIDAD
				• **30%**:
				  • Actividades de clase
				  • Deberes
				  • Trabajos de clase

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INTERNATIONAL SCHOOL

2º Trimestre.	Tema 5. Brazos abiertos. Tema 6. Se admiten animales. Tema 7. Como en casa. Tema 8. Nos movemos.	**Lectura:** En algún lugar del Atlántico, Hola, humano, ¿te echo una mano? Una muestra de solidaridad entre animales, Un hobbit, El camino al castillo. **Literatura:** Los personajes literarios, La narrativa, El cuento, El mito y la leyenda. **Gramática:** Los pronombres, El adjetivo, El verbo, La conjugación verbal. **Ortografía:** La letra g, La letra h, Principios de acentuación, Acentuación de diptongos y triptongos.		
3º Trimestre	Tema 9. Lo que leo. Tema 10. Pasión por el deporte. Tema 11. No quiero bolsa.	**Lectura:** Supercefalópodos, Laia Sanz, Eco-Cooler **Literatura:** La novela, La lírica, Estrofas y poemas. **Gramática: Otras clases de palabras,** Los sintagmas, La oración. Sujeto y predicado. **Ortografía:** Acentuación de hiatos, La tilde diacrítica, La coma y el punto y coma.		

ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Spanish Sociales	**Year 8**	**Teacher: Mª Angeles Alvarez**
No. of lessons per week: 3	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Approx. 6 Units per term			Teaching & Learning Styles (VARK):	
September/ December	Unidad 1: La representación de la Tierra	La Tierra: un planeta del Sistema Solar Las capas externas de la Tierra y sus movimientos. El globo terráqueo y los mapas, Los elementos de un mapa Los puntos cardinales. Los hemisferios. La latitud y la longitud. La escala: definición y tipos. Usar la escala en un plano y en un mapa. Utilizar el mapa de husos horarios.	**Visual**: Interpretar la leyenda de mapas **Auditory**: Dictar coordenadas y puntos cardinales para orientarse en el espacio **Read/Write:** Activities from Unit 1 **Kinaesthetic**: Localizar un punto en un mapa utilizando las coordenadas geográficas: latitud y longitud.	For each unit a test with questions of different types, marked by teacher. All activities in books, for class work and homework is self-marked, peer marked and checked by teacher to check layout and content and give a grade for attainment and effort. Oral participation and class contributions.
	Unidad 2: El relieve terrestre	La estructura interna de la Tierra Los océanos y los continentes. Las placas tectónicas. El concepto de relieve. Las formas del relieve terrestre	**Visual/Autitory:** Interpretar representaciones esquemáticas del interior de la Tierra y de las formas del relieve terrestre.	

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	Unidad 3: Las aguas Unidad 5: Los paisajes de la Tierra Unidad 6: Las personas y el medio natural	Las fuerzas del interior de la Tierra, origen del relieve: fallas, pliegues, terremotos y erupciones volcánicas. El relieve cambia: la acción de la temperatura, el agua, el viento y los seres vivos sobre el relieve terrestre. Los lagos: qué son, orígenes. Las aguas subterráneas: qué son, formación, importancia. Los glaciares: qué son, partes. Los paisajes: situación, clima, ríos, vegetación, humanización. El paisaje ecuatorial. El paisaje tropical. Los desiertos. El paisaje mediterráneo El paisaje continental El paisaje oceánico El paisaje polar. El paisaje de alta montaña Comparar un paisaje antes y después de ser transformado por los seres humanos. Analizar cómo se adaptan las personas a los distintos medios naturales y cómo esto da como resultado distintos paisajes transformados. Extraer información medioambiental de distintos mapas temáticos	Utilizar algunos mapas de océanos y continentes, de placas tectónicas, del relieve del mundo. **Read/Write:** Activities from Unit 2 **Visual/Auditory:** Interpretar dibujos esquemáticos: un glaciar de montaña. Utilizar algunos mapas básicos: de ríos, de mares, de lagos. **Read/Write:** Activities from Unit 3 **Visual/Auditory:**Interpretar representaciones esquemáticas de los paisajes terrestre. **Read/Write:** Activities from Unit 5 **Kinaesthetic**:Elaborar croquis y climogramas **Read/Write:** Activities from Unit 6	

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Jannuary/ March	Unidad 7: Atlas de los continentes	Conocer los rasgos físicos de los continentes: África, Asia, Oceanía, América, la Antártida y Europa. Explicar las razones que definen la configuración física de cada uno de los continentes citados. Localizar en un mapa los elementos básicos que configuran el medio físico de los continentes. Utilizar el atlas.	**Visual/Auditory:** Interpretar mapas de relieve, ríos y climas a escala continental, nacional y regional Interpretar gráficos de picos y ríos de cada continente, de España y Andalucía **Read/Write:** Activities from Unit7-8	
	Unidad 8: Atlas de España y de nuestra Comunidad Autónoma.	Conocer los principales rasgos físicos de España y explicar las razones de su configuración física. Conocer los principales rasgos físicos de Andalucía y explicar las razones de su configuración física. Localizar en mapas los elementos básicos que configuran el medio físico de España y de nuestra Andalucía. Utilizar el atlas.		
	Unidad 9: La Prehistoria	La Prehistoria y la Historia. Las etapas de la Prehistoria El trabajo del arqueólogo. El proceso de hominización. El Paleolítico. El Neolítico. La Edad de los Metales. La Edad de los Metales en Andalucía.	**Visual/Auditory:** Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. **Read/Write:** Activities from Unit9 **Visual/Auditory:** Interpretación de líneas del tiempo. Análisis de	

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	Unidad 10: Mesopotamia.	Las civilizaciones fluviales: definición y características. El espacio mesopotámico. La historia de Mesopotamia: contexto temporal y etapas. La estructura social mesopotámica. La cultura mesopotámica: religión, arquitectura, escultura.	dibujos y fotografías de restos reales para obtener información. **Read/Write:** Activities from Unit10 **Visual/Auditory:** Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. **Read/Write:** Activities from Unit11	
	Unidad 11: El antiguo Egipto	La influencia del Nilo en la forma de vida,. Las etapas de la historia egipcia. El poder del faraón. Una sociedad desigual: privilegiados y no privilegiados. La vida cotidiana en el campo y en la ciudad. Las creencias: politeísmo y vida después de la muerte. El arte: la arquitectura monumental (templos y tumbas), la escultura, la pintura y las artes menores.		
April/June	Unidad 12: La historia de los griegos	El espacio griego. Las etapas de la historia griega. La época arcaica: nacimiento de las polis y colonización griega. La época clásica: las Guerras Médicas, el esplendor de Atenas y la Guerra del Peloponeso. El imperio de Alejandro Magno. El helenismo	**Visual/Auditory:** Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Interpretación del plano de un edificio.	

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INTERNATIONAL SCHOOL

	Unidad 13: La forma de vida de los griegos	La sociedad griega. La democracia ateniense. Las actividades económicas. La vida cotidiana: alimentación, vestido y vivienda. Las ciudades. La religión griega: dioses y héroeslos mitos, el culto religioso. La arquitectura: los templos. La escultura. La cultura de la razón.	**Read/Write:** Activities from Unit12-13	
	Unidad 14: La historia de los romanos	El espacio romano. Las etapas de la historia romana. La Monarquía: gobierno. La República: la forma de gobierno, la lucha entre patricios y plebeyos, las Guerras Púnicas. La crisis de la República. El Alto Imperio: gobierno, características. El Bajo Imperio: la crisis del siglo III, la recuperación del siglo IV.	**Visual/Auditory:** Interpretación de mapas históricos y de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Interpretación de organigramas. Análisis de la foto aérea de los restos de una ciudad. Análisis de edificios.	
		La sociedad romana. Las actividades económicas. La vida cotidiana: alimentación, vestido vivienda. Las ciudades.		

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

	Unidad 15: La forma de vida de los romanos	La religión romana: paganismo y cristianismo. La arquitectura: principales edificios y técnicas de construcción	**Read/Write:** Activities from Unit14-15	
	Unidad 16: Hispania en la Antigüedad. El caso de Andalucía	Los íberos en Andalucía. Los celtas: situación espacio-temporal, organización política y social, economía, creencias y arte. La conquista romana de Hispania, con atención especial a Andalucía. La sociedad y hispanorromana. La economía hispanorromana. La romanización en Hispania en general y de Andalucía en particular: las ciudades y el arte.	**Read/Write:** Activities from Unit16	
	Unidad 17: La caída del imperio romano. Los germanos	Imperio romano de Occidente y Oriente Pueblos bárbaros. Los reinos germanos. Reino visigodo de Tolosa. Y Toledo Sociedad visigoda	**Read/Write:** Activities from Unit17	

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Spanish 2nd Language	**Year 8 -intermediate**	**Teacher: Carmen F. Jiménez**
No. of lessons per week: 5	**Date:** 2026-27	

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Autumn term 1	**Me Presento**	**Me Presento** ***1-Repaso 1:*** -Introducing yourself and giving family information. ***1-Repaso 2:*** -Describing people. ***1.1-Te presento a mi familia:*** -Marital status, children… -Nationalities. -Introducing people. ***1.2-Mi casa:*** -Describing where you live. -Describing your house/flat and its context. ***1.3-El pueblo donde vivo:*** Describing the town/area where yur live. ***1.4-Lo bueno y lo malo:*** -Expressing opinions about place. -Making comparisons between places. -Describing weather and climate. -Culture:	Teaching & Learning Styles (VARK): Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:* 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.

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		-Finding out facts about Andalusia and the place we live. -Designing an advert to promote Andalusia around the world.		
Autumn term 2	**En el Cole**	**2-En el Cole** ***2-Repaso 1:*** -Revising school subjects and timetabes. -Expressing likes and dislikes. ***2-Repaso 2:*** -Classroom instructions. -Classroom vocabulary. -School uniform and expressing opinions. ***2.1-Mi colegio:*** -Describing school building and facilities. -Expressing opinions about school and giving reasons. ***2.2-Mi rutina diaria:*** -Describing daily routine. ***2.3-Actividades extraescolores:*** -Talking about extracurricular activities. -Describing the activities you do at school. ***2.4-Planes para la vacaciones:*** -Talking about holidays plans. -Describing a school of the future. -Culture: -Finding out information about different Educational Systems around the world. Comparing British and Spanish Educational Systems. Giving opinions about them.	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.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:* 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.

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

		-Writing about and designing their own ideal Educational System.		
Spring term 1	**De Vacaciones**	**3.De Vacaciones** ***3-Repaso:*** -Ordering a meal in a restaurant. -Revising place in town. -Revising describing the weather. ***3.1-¡Infórmate!:*** -Asking for tourist information. ***3.2-Haciendo planes:*** -Understanding weather forecast. -Understanding descriptions of Spanish festivals. ***3.3-En el restaurante:*** -Booking a table and ordering a meal. ***3.4-¿Qué tal las vacaciones?:*** -Reading about holidays. ***3.5-¿Qué hiciste?:*** -Describing what you did on holiday. **-Culture:** -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the students´ area.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:* 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.
Spring term 2	**En Ruta**	**4.En Ruta** ***4-Repaso:*** -Asking the way and giving directions in town.	Visual: PPP, pictures, videos, posters and flash cards.	*End of the unit test:* Speaking, reading, listening, writing or grammar.

ALMUÑECAR INTERNATIONAL SCHOOL

		4.1-En camino: -Asking for and giving travel information. ***4.2-En la estación:*** -Finding your way around a railway station. -Buying train and underground tickets. -Asking for information about going around. **-Culture:** -Finding out cultural aspects about different communities around Spain. -Designing a diary about a route around Spain. Gastronomy and geographical facts need to be included.	Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	*Ongoing assessment:* 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.
Summer term 1	**¿Qué te ha pasado?**	**5.¿Qué te ha pasado?** ***5-Repaso:*** -Describing symptoms. -Asking for advice. ***5.1-Me siento mal:*** -Saying why you feel ill. -Saying how you have hurt yourself. ***5.2-Reservas y llegadas:*** -Booking hotel accommodation. -Arriving at campsite. ***5.3-En la recepción:*** -Checking into a hotel or campsite. ***5.4-He perdido…*** -Describing lost property. ***5.5-Quejas:***	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:* 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.

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

		-Making complains in a hotel. -Culture: -Finding out information about different accommodation places in Spain. -Designing an accommodation guide. -Comparing accommodation services in different countries.		End of unit tests.
Summer term 2	**En Casa Y En El Trabajo**	**6.En Casa Y En El Trabajo** ***6-Repaso:*** -Describing food, meals and mealtimes. -Revising numbers and time. ***6.1-Ayudando en casa:*** -Saying what household chores you do, why and how often. ***6.2-Un trabajo a tiempo parcial:*** -Describing part-time jobs. -Saying how you spend your time. **-Culture:** -Designing a leaflet about free time activities around our area. Describing with details in which they consists. Researching and providing real information.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:* Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.

ALMUÑECAR
INTERNATIONAL SCHOOL

Subject: Spanish 2nd Language Beginner	**Year 8 Elementary**	**Teacher:Carmen F. Jiménez**
No. of lessons per week: 5	**Date:** 2026-27	

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

ALMUÑECAR INTERNATIONAL SCHOOL

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

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

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

ALMUÑECAR INTERNATIONAL SCHOOL

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

LUCTOR ET EMERGO
ALQUIÑECAR INTERNATIONAL SCHOOL

		Talking about a healthy lifestyle. **-Culture:** -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.		Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.

LUCTOR ET EMERGO
ALMUÑECAR
INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: French	**Year 8**	**Teacher: V Bernard**
No. of lessons per week:2	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
1 module a ½ term (6 weeks)			**Teaching & Learning Styles (VARK):** In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. e.g Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, drilling from teacher. Read/Write: Included in textbook practice and part of MFL assessment Kinaesthetic:Acting up transitional language,miming for new words, thinking skills exercises	
Sept Oct	Yr 7 revision Topic 1- Mon temps libre	The present tense: project led lessons- Le rap du présent. Countries and nationalities French speaking countries Talking about sport and free time activities	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint **Auditory**: Listening exercises in textbook,video clips, assessment songs in French **Read/Wri** basic and extended exercises in textbook, newspaper articles **Kinaesthetic**:Multimedia use,	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback

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		Sports in French speaking countries Talking about weather and seasons Talking about what you like doing Creating an interview with a celebrity		
November	Qu'est-ce que tu as fait hier?	To be able to use the perfect tense with regular verbs To be able to say what you did yesterday To be able to use the perfect tense with irregular past participles To be able to use être verbs in the past tense	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter **Kinaesthetic**: Role play about asking if.../May I	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
DeDecember/January	Ma vie de famille	To be able to describe someone physically Describing your family Describing where you live	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

		Christmas activity	**Kinaesthetic**: play writing and acted up to make arrangement to go out	
February/ March		To be able to say where you live Your morning routine Talking aboutBastille day	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter Family tree and description **Kinaesthetic**: bring in real life object with instant description, body display human size	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
Avril/May	En ville Paris!	To be able to describe places in town To be able to say what you are going to do Knowing about Paris monuments Creating a comic strip	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter **Kinaesthetic**:miming, acting on transactional language	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
June	Chez moi	Talking about your family's jobs Describing your home and using depuis How to ask if you can do something Revising food and utensils	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter **Kinaesthetic**: Role play about asking if.../May I	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

ALMUÑECAR INTERNATIONAL SCHOOL

		Talking about how you get on with people and revising the verb devoir.		

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INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: German	**Year 8**	**Teacher:Kirsten Schulte**
No. of lessons per week: 2	**Date:** 2026-27	

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**	
Sep	Revision of basics	Revising greetings, numbers, months Talking about siblings and your family Describing yourself [*]	Listening, reading, speaking and writing exercises; Writing, learning and performing a role play; Surveys and dialogues in the class group;	Mini-Tests and End of Unit Assessments; Exercise books; Role plays.
Oct - Nov	-Echo 1: Chapter 3: Family and Friends	Talking about your family in depth Giving information about family members Describing people's appearance Talking about people's characteristics Talking about pets Understanding a longer text and writing a reply	Listening, reading, speaking and writing exercises; Drawing family trees and presenting them to the class; Describing in written and spoken form your family and friends	Mini -Tests and End of Unit Assessments; Exercise books; Descriptions and presentations of their families/friends.

LUCTOR ET EMERGO
ALMUÑECAR INTERNATIONAL SCHOOL

Dec Feb	-Echo 1: Chapter 4 : Leisure activities	Talking and writing about free time activities, likes and dislikes and how often you do things; Arranging to go out and when to meet (writing and performing a role play); Use of regular, irregular and modal verbs; Comprehension of different sorts of texts;	Listening, reading, speaking and writing exercises; Writing, learning and performing a role play; Surveys and dialogues in the class group; Writing about one's own and other people's preferences; Posters combining pictures and writing.	Mini-Tests and End of Unit Assessments; Exercise books; Role plays.
March-May	Echo 1: Chapter 5: My home	Talking and writing about where you live (area, house, room); Describing where and how you live with detail using the dative to indicate where things are; Free presentations of the plans of their houses;	Listening, reading, speaking and writing exercises; Drawing plans of houses and rooms and presenting them to the class; Describing in written and spoken form where and how you live;	Mini –Tests and End of Unit Assessments; Exercise books; Descriptions and presentations of their homes.
June	Chapter 6, Unit 6: Talking about your plans for the summer holidays; Revisions.	Talking about the future; Revising vocabulary and grammar structures when talking about plans for the summer	Listening, reading, speaking and writing exercises; Revision sheets and games.	End of Year Assessment
[*]	From here, the topics will continue as planned, with the content being adapted on a month-by-month basis. As some students are new to the language and others already have a higher level of proficiency, the work will be differentiated accordingly to meet the needs of each group.			

ALMUÑECAR INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: PE	**Year 8**	**Teacher: Nick Lavin**
No. of lessons per week: 2	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles** Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	**Assessment Criteria; tests/ projects etc.**
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.	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	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.		End of unit practical assessment. Peer evaluations

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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.	practicals. **This breakdown of learner types applies to all activities across the year.**	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.		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.		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.		End of unit practical assessment. Peer evaluations.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing.		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.		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.

ALMUÑECAR INTERNATIONAL SCHOOL

Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Creative and Performance	**Year 8**	**Teacher: Kirsten Schulte, Carmen Francis Jimenéz, Marie Carmen Diaz,Paul Reichenbach, Adrian Cortadi**
No. of lessons per week:2	**Date:** 2026-27	

Time scale (approx)	**Topics**
	Students will choose an option
	DRAMA & MUSIC 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: • Develop basic communication skills through dramatic play. • Enhance confidence and interest in drama. • Learn various theatrical and musical techniques through play. • Improve social skills through cooperative games and drama activities. • Perform group-created theatrical compositions. • Stimulate creativity through improvisation and expression. • Promote psychomotor development through dance and theatre. • Engage in activities that encourage perception and expression. • Strengthen memory through simple theatrical scripts. *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 **Beauty and The Beast**

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	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.
	Computing **Computing** The students will design and build 3D designs using Tinkercad. 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 Tinkercad. The students will then create their own designs.
	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

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Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Art	**Year 8**	**Teacher: Adrian Cortadi Rodriguez**
No. of lessons per week: 2	**Date:** 2026-27	

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Sept-Oct	**STILL LIFE** Learn how to draw still objects with various media such as chalk and charcoal on black paper.	- **Observational drawings** of a still life display. Look at shading cones, cylinders, cubes initially as a starter exercise. Fruit veg, plants etc. Working in white chalk on black paper initially looking at light and shadow. Look at how using rubber and masking out with paper can sharpen up drawings. - **Working in charcoal** looking at shadow and composition. Work from life again onto white paper. Use white chalk and charcoal to develop greys. - **Working from still life**, students to initially use a simple outline produced by the teacher to practise rendering. Objects preferably different to previous objects look at using color and blending tones. - **Using collage and paint** students are to put together various objects and to complete missing sections using color. - Students to work on freehand sketches using Berol fine liners and use water on a brush to add tone to their drawings. Look at the work of **Leonardo da Vinci** and **Michelangelo**.	**Visual**: Suggested artists: **Matisse, Vuillard, Leonardo da Vinci**, **Michelangelo** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: pattern, design, symbol, likeness, abstract, figurative, vibrancy, religion, spiritual, repetition, meaning, wash, and composition. **Kinaesthetic**: Drawings Paintings and artist studies.	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.

		- Students to attempt to make a complete painting by building up light washes of tone until correct tones are reached.		
<u>Nov-Dec</u>	**PATTERN IN NATURE** Study natural patterns from plants to camouflage. Pattern can aid in the design and help with detail in painting and drawing. **William Morris**	- **Make studies in pencil** of cut up vegetables, cabbage, onions and carrots. Write evaluations under each drawing. Look at scale and zoom into interesting areas. Use color on interesting sections - **Make pen and wash sketches** on A3 paper using black felt pens from the drawings made previously. Bring out the areas of pattern by enlarging them and trying to fit together to make small designs (roughs) - **Do a study of the artist William Morris.** Copy some of his designs and use his knowledge and experience to inform designs. This could be in the form of an informative illustrated poster. - **Using tracing paper to copy** selected areas of drawings and arrange to make a repeat pattern design suitable for wallpaper, the patterns should link together. Color is not important at this time. (Final design may be embossed on white paper) - **Complete the wallpaper** by painting, embossing, collage, depending what is the most appropriate for the students	**Visual**: Suggested artists: **William Morris. Klimt. Klee.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Repeat pattern. Pen and wash. Tone. Embossing. Structure. **Kinaesthetic**: Wallpaper designs and paintings. Abstract art. Sketches, studies artist profiles.	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.
<u>Jan-Feb</u>	**POP ART** To gain an awareness of the work of artists during	- **Discuss with students examples of artists' work**. Knowledge and understanding; Examples from a variety of artists. Pupils shown examples of work by pop artists. Design a large bright colorful title design. - **Design a drinks can**-either on the computer or by hand using templates provided.	**Visual**: Suggested artists: **Andy Warhol, Roy Lichtenstein** **Auditory**: material and documentary films.	Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes

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	the 50's and 60's Pop culture and processes used. *Knowledge and understanding* - Look at the work of **Andy Warhol, Roy Lichtenstein, Richard Hamilton**. Flat colors, Printing process and collage.	- **Make a study** (tracing) of a crushed coke can with black pen A3. Photocopy and colour with red and yellow poster paint. - **Make a study** (tracing) of a crushed coke can with black pen A3. Photocopy and colour with red and yellow poster paint. - **Emulate the work of Richard Hamilton** using a collage of strange objects in a room. Evaluate all work. - **Look at the work of Warhol** and emulate the Mick Jagger image using collage, carbon paper and paint. - **T shirt design** based on a selection of students' favourite pop art images.	**Read/Write: key vocabulary**: Tone, color, technique, discipline, observation, objectivity, 'relief' printing **Kinaesthetic**: Produce Portraits in the style of Roy Lichtenstein and Andy Warhol. Produce drawings of cans in the style of Andy Warhol.	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.
March-April	**AFRICAN MASKS/ANIMALS SPIRITUAL HUMAN** Learn craft and traditional techniques.	-**Make a title page.** Include key information with examples of masks from different cultures. - **Design 3 alternative masks:** Animal Human Bird. Spiritual. They must all be very different and fully colored. - **Make a prototype** (small mask) of each of your designs. Make some stamps to be printed into the clay of one of your masks. Make your favoured design twice the size of your prototype. - **Paint and embellish your mask** and prototypes. - **Make a poster** that includes photographs of your masks and explain how they were made; with key information about the history of masks.	**Visual**: Suggested artists: **African tribal art** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Clay. Texture. Hollow. Solid. Welding. Smoothen. Slip. Join **Kinaesthetic**: Produce clay masks. Knowledge	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

		- **Using a photograph** of a face drawn over it using Photo Editor to make it look like a mask like. It must include the personality characteristics of the face. - **Create a mosaic** effect using torn paper over the top of one of your less successful masks.	and understanding of African masks.	tracker. Also, assessment opportunities to take place through constant dialogue.
May-June	**SOFT SCULPTURE** Look at and make soft sculptures based on the work of **Claes Oldenburg**	- **Claes Oldenburg** Key Information. Title page letters made to look soft. Draw half of a picture making it look soft and padded. Make a simple soft sculpture design of Your initials. Try and work out how you will make it, draw a diagram. - **Look at working from a pattern**. Look at sewing techniques, gluing and Velcro. Cut out the shapes, add fine detail, stitch and fill. Evaluate so techniques can be improved on. - **Draw up a pattern** (design). Sketch out a drawing for a sculpture of a packet of sweets, or burger. Learn from earlier letter sculpture and improve on techniques. - **Start to make the sculpture.** - **Continue making sculpture.** - **Photo manipulation.** Drop a photograph of your sculpture into context using Photo Editor. Then create a poster giving key information about soft sculpture and artists involved in it	**Visual**: Suggested artists: **Claes Oldenburg, Andy Warhol.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Soft, Stitch, Template, Design, Wadding, Planning. **Kinaesthetic**: Soft sculpture. Knowledge and understanding with written evaluations.	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.

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Scheme of Work and Assessment Year 8 2026-27 Contents

Subject: Music	**Year 8**	**Teacher: Ms Kubica**
No. of lessons per week: 1	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Sept. - Dec.	**BUILDING BRICKS** **KEYBOARD SKILLS**	These units will enable students to acquire: • An understanding and recognition of the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE, HARMONY, STRUCTURE, BEAT. • The ability to draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. • The ability to recognise the Elements of Music when listening to and appraising music from different times and different places • Knowledge of the finger system for piano and how to apply it to performance (posture, correct positions, use of five fingers, orientation on the keyboard, basic techniques legato and staccato)	**Visual:** powerpoints, keyboard aids, notation **Auditory:** listening to and evaluating a range of music to identify musical elements **Read/Write:** Five minute silent reading to start every lesson. Descriptive words and adjectives to be used when listening and identifying different sounds; reading notation;technical vocabulary and Italian musical terms. Shapes and symbols used to represent sound. Expressing opinions to evaluate music listened to.	Notation reading and writing exercises in class and homework Music test after each unit Ongoing verbal assessment and advice of music performed in class Audio or video recordings of performances Elements of music quiz

		• Knowledge of how to perform a breadth of increasingly ambitious keyboard pieces and perform them with quality (playing with both hands, simple bassline, simple chords, broken chord patterns, counter melodies, use of keyboard features, such as auto accompaniment, timbres and styles, reading notation) • Knowledge of how to practise successfully (warm ups, singing for playing, slow practise, repetition, segmenting, correcting mistakes, dropping out and getting back in)	**Kinaesthetic:**Pupils develop fine motor skills using the keyboard and holistic exercises to aid proper singing	
Jan. - March	**I'VE GOT RHYTHM** **FORM AND STRUCTURE**	These units will enable students to acquire: • An understanding that pulse is a fundamental upon which music is built and performed. • A feeling for and an awareness of a regular pulse in music from different times and places. • The ability to distinguish between pulse/beat and rhythm. • Understanding of note values in terms of duration, bars and simple time signatures. • The ability to compose a simple rhythm piece of music • An understanding of what Form and Structure is in music.	**Visual:**representation of notation - posters, flashcards, powerpoint **Auditory**: using listening as control measure to check own work and inform further improvements by experiencing other works, listening to various musical examples **Read / Write:**Explore relationship between text and rhythm, and further develop vocabulary of musical	Reading, listening and writing homework Notation reading and writing exercises in class Music test after each unit Ongoing verbal assessment and advice of music performed in class Audio or video recordings of performances Final composition assessment

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		• An understanding of what Question and Answer, Binary, Ternary and Rondo Forms are in music. • The ability to recognise the differences between music based on different Forms and Structures. • Knowledge of how to label or identify different sections within a complete piece of music. • The ability to recognise that music with a recurring or repeated section provides familiarity to the listener. • The ability to recognise why Form and Structure is important in music.	terms, 5 minutes reading, homework **Kinaesthetic:** correct posture, coordination while performing different rhythms (body percussion exercises) and fine motor skills development	
April - June	**SONORITY CITY** **FOLK MUSIC**	In these units students will: • Learn about the layout and structure of the symphony orchestra. • Develop an understanding of musical instruments and how they are played, the families/sections, construction , different sound production methods and characteristic timbres/sonorities. • Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different	**Visual:**representation of notation - posters, flashcards, instrument charts and chord charts **Auditory**:listening to each other and themselves in an ensemble, listening to various musical examples **Read / Write**:learn key words relating to the instruments of the orchestra and folk music	Reading, listening and writing homework Notation reading and writing exercises in class Music test after each unit Ongoing verbal assessment and advice of music performed in class Audio or video recordings of performances

		instrumental parts and textural layers on the music as a whole. • Learn about the origins and uses of fanfares. • Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created. • Understand the different textural layers and form and structure of Folk Songs. • Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music. Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.	**Kinaesthetic**:correct posture, coordination and fine motor skills development while playing the instruments, singing and performing	

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