ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 9 Curriculum 2026-27

Contents

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

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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: English Language	**Year 9**	**Teacher: Mark Burrow**
No. of lessons per week: 4	**Date:**	2026-27

HT1	**1B Writing – some advanced skills** Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; variation in sentence length; complex nouns; prepositional and adverbial phrases; variations of narrative dialogue/layout; speaking/listening skills premised on discussion and effective sharing of ideas.	The focus in Unit 1A is quite specific in terms of writing skills – those of narrative dialogue and narrative beat. These skills are dependent on good sentence and punctuation skills, where sentences are varied and crafted to achieve desired effects. Teaching and learning strategies for these are detailed throughout the Stage 7 and 8 Units, and should be revisited as appropriate. Unit 1A runs in tandem with Unit 1B: teachers may want to select and combine particular skills.	**Visual**: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. **Auditory**: Listening to the recordings of texts from the Cambridge Texbooks for Stage 7. **Read/ Write**: Worksheets and self assessment target setting. **Kinaesthetic**: Presenting ideas in discussions, challenging others with intellectual intentions.	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; prepositional and adverbial phrases; dialogue layout and variation; speaking/ listening skills premised on discussion and effective sharing of ideas. Ongoing homework: 20 minutes reading every evening. Half termly mini assessments Response to AIS marking
HT2	**IC Other opinions, other views** 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	**Visual**: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. **Auditory**: Listening to	Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/structures/lengths;

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	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.	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.	the questions of tasks and games online. **Read/ Write**: creative writing tasks. Worksheets and self assessment target setting. **Kinaesthetic**: Presenting ideas in discussions, challenging others with intellectual intentions.	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. Ongoing homework: 20 minutes reading every evening. Half termly mini assessments Response to AIS marking
HT3	**2A People and places** Vocabulary choice; spelling strategies; punctuation range and variation; varied sentence types/ structures/lengths; embedded phrases and clauses; fronted phrases and clauses; summary; socio-cultural context; reading	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	**Visual**: Newspaper articles, physical and online material. **Auditory**: Listening to the readings of nonfiction and fiction texts. Responding to set questions that aren't	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;

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

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

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	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.	from the introduction, into how to develop paragraphs, and link points, to introducing counter-argument and make an effective conclusion.	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.	types/structures/lengths; embedded phrases and clauses; fronted phrases and clauses; complex nouns; adverbials; prepositional phrases; structural, linguistic and rhetorical features of argumentative texts; issues of text, audience and purpose; speaking and listening skills involved in joint planning, discussion and collaboration. Cambridge Checkpoint end of KS3 exam - externally assessed
June				

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Mathematics	**Year 9**	**Teachers: Mrs. Kate Reed (Set 2) and Ms. Clara Alderson (Set 1)**
No. of lessons per week: 5 Homework is set twice a week	**Date:** 2026-27	

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): **Visual, Auditory, Read / Write, Kinaesthetic**	
HT1 (sept/oct)	**Number-** Integers, powers and Roots Place value, ordering and rounding **Algebra-** 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.	**Visual:** word and diagrammatic descriptions to convert to algebra **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** 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

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HT2 (nov/dec)	**Geometry-** Geometrical Reasoning, shapes and measurements **Statistics-** 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	**Visual:** 2D and 3D shapes and models **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** 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
HT3 (jan/ feb)	**Number-** Fractions, decimals, percentages, ratio and proportion **Geometry-**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	**Visual:** Written examples on board/ videos to watch **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** 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

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HT4 (march/ april)	**Statistics-** Data **Algebra-**Sequences, functions and graphs	Collect data, consider bias and represent on a variety of diagrams and graphs Interpret data; looking at patterns and relationships Construct a variety of sequences and find nth term Convert between functions, graphs and word descriptions	**Visual:** Variety of diagrams and graphs **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** Physical function machines	-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. -HT4 assessment
HT5 (april/may/ june)	**Number/ Algebra practice** **Revision and review Cambridge End of Year Assessments** **Individual Maths projects** **Start GCSE topics- Extend Pythagoras and meet Trigonometry**	Link together number and algebra concepts Revision of all key areas and practice exam questions Projects Use of 3D and real life Pythagoras´ theorem and other problem solving with triangles	**Visual:** Numbers as images **Auditory:** Listen to teacher/ peer explanation **Read/ Write:** Exercises in book, worksheets, practice exam questions **Kinaesthetic:** Teamwork to build Maths game- physically make board/ cards/ counters/ dice etc	**Cambridge end of Year assessment- externally assessed in May.** -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.

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Science Cambridge Lower Secondary Science (1113/0893) (cambridgeinternational.org)	**Year 9**	**Teacher: Gisela Ferrón and Magdalena Jurado**
No. of lessons per week:4	**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	Photosynthesis and Plant Growth Cell Structure & Function	Photosynthesis - word equation, definition The importance of light, carbon dioxide and chlorophyll for photosynthesis The importance of water and mineral salts for plant growth Cell Structure & Function review Water & Mineral Transport in plants (Absorption, Xylem, Transpiration)	Discuss how to investigate the effect of light on growing plants.**A** Measure rates of photosynthesis **K/V** Summarise the requirements for plant growth in the form of a diagram of a plant **V** Labeled anatomical diagrams of nephrons/kidneys and leaf cross-sections.**V** Peer explanations of water transport pathways.**A** Writing word equations for photosynthesis.**R/W** Testing for Starch in food **V/K/R/W**	Weekly homeworks on each topic Focus: Practical measurement & equipment selection Checkpoint Question Types: Pathway ace questions (Root Hair → Xylem → Stomata) Observation of practical skills ıtribution to class and group activities Practical: Starch in food End of unit test
Oct	Reproduction and Growth	The human reproductive system, including the menstrual cycle, fertilisation and foetal development.	Diagram of the organs of the male and female reproductive system **V** Discuss about the sperm being deposited in the vagina and having to move to where the	Weekly homeworks on each topic Observation of practical skills Calculating probability of offspring sex ratios, interpreting cellular

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	Excretory system	The physical and emotional changes that take place during adolescence. How conception, growth, development, behaviour and health can be affected by diet, drugs and disease	egg is and the egg being moved down the oviduct **A** Sequence pictures or diagrams illustrating ovulation, fertilisation, cell division and implantation **K** Investigate a small number of diseases that are prevalent in your country **R/W**	components from nucleus to DNA level. Contribution to class and group activities evaluation of kidney analogies (strengths and limitations). End of unit test
Nov	Ecology	Keys to identify plants and animals Food chains, food webs and energy flow Adaptations to habitats Inherited traits The work of Darwin	Identify plants and animals in the local environment **V/K** Identify food chains within an example of a food web **V** Discuss inherited characteristics **A** Research selective breeding using secondary sources **R/W**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test
Dec	The Periodic Table	History of the atom The structure of an atom The first 20 elements of the periodic table Trends in groups 1, 7 and 0 Energy Changes	Famous scientists' contribution to atomic structure **V, A, R and W** Diagrams to show the electron shells and relate these to position of elements in the Periodic Table **V** Investigate reactivity of Group 1, 7 and 0 **K** Investigate exothermic and endothermic reactions**K, V**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test
Jan	Electrostatics and Electric Currents	The concept of charge Parallel circuits and series circuits How common types of components, including cells (batteries), affect current	Measure current **using ammeters** and voltage using voltmeters, including digital meters. **K**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test

Febr	Metal Reactivity	The reactivity of metals with oxygen, water and dilute acids The reactivity series Displacement reactions Salts	Explain why the historical order of the discovery of metals is related to the reactivity series **A,K,V A** Investigate displacement reactions **K,V** Naming salts Preparing salts by neutralisation reactions **K,V**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test
March	Movements, Pressure and Density	Forces The principle of moments Densities of solids, liquids and gases Pressure Pressures in gases and liquids	Determine the density of a regular solid **K/V** Find the density of water, salt water and other non-hazardous liquids **K/V** Discuss appropriate examples of experience of pressure such as walking on snow, mud, dry sand **A**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test
April	Revision for the Checkpoint exam			
May - June	Rates Thermal Energy The Energy Crisis and Human Influences	Rates of reaction Cooling by evaporation Thermal(heat) energy transfer processes of conduction, convection and radiation Factors affecting the size of populations Effects of human influences on the environment Fossil fuels and renewable energy resources	Investigate effect of concentration, surface area, temperature and catalyst on the rate of a chemical reaction **V/R/W/K** Investigate different methods for heat transfer . **A** Present findings to the whole class as a poster, PowerPoint presentation or a hand-out. **V/R/W**	Weekly homeworks on each topic Observation of practical skills ıtribution to class and group activities End of unit test

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Computer Science	**Year 9**	**Teacher: P Reichenbach**
No. of lessons per week: 2	**Date:** 2026-27	

Week	Topic	Activities	Assessment
1-6	*1. The nature of technology - inside the CPU* 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	*2. Digital literacy: Dilemmas* 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	*3. Computational thinking: Artificial intelligence* 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	*4. Programming: The fish pond* 4.1 A model pond 4.2 Plan and make a program 4.3 Filling the pond 4.4 Evaporation and rainfall 4.5 The pond throughout the year 4.6 Warnings and advice	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	*5. Multimedia: Creating a multimedia news site* 5.1 Creating a multimedia platform 5.2 Creating news stories 5.3 Plan and record a school podcast 5.4 Edit and publish your audio content 5.5 Plan and create video content 5.6 Edit and publish your video	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	*6. Numbers and data: Managing projects* 6.1 What is a project? 6.2 Planning a project 6.3 Creating requirements 6.4 Planning a project timetable 6.5 Working on an agile project 6.6 Testing software	Students will learn how IT project teams work together using different methods, and how to use tools such as mind maps, personas and process diagrams to plan a project. They will learn how to use tools like use case diagrams, user stories and kanban boards to manage a project. Students will learn how to manage a project using the plan-do-check-act project life cycle.	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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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Global Minds	**Year:** 9	**Teacher:** Mrs WilMo
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.**
Term 1 – Geography HT1 September	Issues in the oceans – Is our use of ocean resources sustainable? Human use and impact on the ocean – Why does Tracey keep finding Lego sea creatures on her local beach? Awareness of ocean pollution – why is this happening through examining maps, images and information to build up a plausible explanation.	Through this enquiry, pupils will be challenged and support to: - Develop contextual knowledge of the location of globally significant places, including their defining physical and human geographical characteristics, and how these provide a geographical context for understanding the actions of geographical processes. - Understand the processes that give rise to key physical and human features of the world, how these are interdependent and how they bring about spatial variation and change over time. - Interpret a range of sources of geographical information about physical and human processes.	**Reflect**: on personal/national/global perspective **Explore**: topic / theme and impact **Analyse**: perspectives, cause / consequences, justification **Record**: own perspectives and those of others, evidence **Present**: findings, opinions	Spidergram central question 'How do humans use and impact the oceans?
October	How is our use of plastic damaging the oceans? Project: An information source to explain the issue, its causes and consequences (video, podcast, booklet, etc.)		**Reflect**: on personal/national/global perspective **Explore**: topic / theme and impact	Annotated map of Southwest England on with geographical reasons that might account for the mystery.

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	*Proposed date for storytelling with KS2 students week of October 27th		**Analyse**: perspectives, cause / consequences, justification **Record**: own perspectives and those of others, evidence **Present**: findings, opinions	Project: An information source to explain the issue, its causes and consequences (video, podcast, booklet, etc.)
HT2 November	What can you do to help? Design and build that reuses as many different types of plastic – promote Ocean clean-up		**Reflect**: on personal/national/global perspective **Explore**: topic / theme and impact **Analyse**: perspectives, cause / consequences, justification **Record**: own perspectives and those of others, evidence **Present**: findings, opinions	Annotated map of oceans with currents Design and promote campaign for Ocean Clean up. Design and create model using plastic waste
December	Where have all the fish gone? Investigation into marine species under threat and any sustainable solutions to this problem		**Reflect**: on personal/national/global perspective **Explore**: topic / theme and impact **Analyse**: perspectives, cause / consequences, justification **Record**: own perspectives and those of others, evidence **Present**: findings, opinions	Plan and produce a presentation on main threats to a marine species with possible solutions

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Term 2 – History Understanding the modern World HT3 January	World War I - World War I Trench warfare Attrition warfare Alliance system Abdication Weltpolitik Pan-Slavism	**Study** the overview of World War I (WWI) using a timeline. **Analyse** the provisions of the Treaty of Versailles. **Discuss** the events leading to the Alliance System. **Analyse** the causes of World War I. **Discuss** the nature of warfare during WWI	**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 about 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 **Write better:** answer historical questions clearly	Using the map, discuss how the Treaty of Versailles changed Europe's political landscape. Complete the WWI alliance battle cards by providing a photo and description of each leader. Choose one of the famous battles during the First World War and make a detailed timeline about it. Write a news headline about the assassination of Archduke Franz Ferdinand and how it ignited the First World War.
February	World War II Blitzkrieg Allied Powers Axis Powers The Big Three United Nations *Lebensraum* Cold War	**Study** the events of World War II (WWII) using a timeline. **Discuss** some of WWII's greatest battles Get to know the Big Three. **Learn** more about the Axis Powers. **Analyse** the causes of WWII. **Assess** the effects of WWII.		Compare and contrast the strategies used by the combatants in the following battles. Choose at least 2 war leaders and write a short biographical narrative about them.
HT4 March	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	**Explain:** how and why things changed for four key groups **Investigate:** specific examples of struggle, campaign and change **Connect:** between factors and campaigns		Project based – produce and present a campaign.

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	changes taking place in society.			
Term 3 – Global Perspectives HT5 April	Feeling safe – Law and Criminality What is crime – solving crime, why we need crime prevention, reflect on personal perspective.	**Collaboration**: 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 **Communication**: Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue.	**Recognise** – identify – respond and ask questions – contribute views and opinions – use basic vocabulary **Describe** – observe – reason– select **Classify** – categorise – sequence – order – compare and contrast – use appropriate vocabulary **Demonstrate** informed understanding through explanation – communicate informed views and opinions using accurate and specialist vocabulary **Apply** – prioritise – analyse – describe and explain links, patterns, processes and interrelationships – reach conclusions **Synthesise** – make substantiated and informed judgements consistent with evidence **Evaluate** – critique – predict – hypothesise	Learners give an example of how they resolved any disagreements. Learners contribute to the class discussion about why we need accessibility to sports for all Learners keep a log before, during and after the Challenge, describing their understanding of social model, demonstrating awareness of how their personal perspective has changed after hearing others' perspectives and conducting research. Learners keep a log of their contribution to the team project, identifying the skills developed, as well as their strengths and areas for improvement.
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.	**Collaboration**: 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 **Communication**: Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue. **Reflection**: 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.		
June	Collaborative team project: choice of options – organise			Participation and presentation during Disable Sports Day

	Disabled Sports Day for Years 5 & 6 working across Global Minds classes (Year 7, 8 & 9) *NOTE: The timetable for lessons and groups will be adapted to accommodate the shift in students participating in the Drama production.			

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Art	**Year 9**	**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	**CUBISM OBSERVATIONAL DRAWING** Refreshing prior learning. Enhanced ability through greater experience in drawing. Enhanced understanding and appreciation through familiarity	- **Tone, mark making, observation, line etc.** Develop and build on previous observational skills learned. Understand and practise the methods and processes used in Cubism. Ability to apply a range of materials to the act of observational drawing. Enhanced ability through greater experience in drawing with a variety of mediums: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media. Enhanced understanding and appreciation through familiarity: students being shown examples of drawings by various artists and examples from books etc… on technique. - **Students shown images of observational still life drawings** and these are discussed. The discipline of drawing from observation is discussed with 'tips' given. Students have demonstrated for them aspects of observational drawing. Students complete careful observational line and tonal drawings of still life 'setups'. The timing of drawings is used.	**Visual**: Suggested artists: **Picasso, Cezanne, Braque** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Technique, form, shape, line, tone, modelling, light, hatching/cross-hatching, drawing, sketching, illumination, draughtsman, shading, pencil, medium, discipline. **Kinaesthetic**: Students are required to complete a variety of several timed drawings of still life 'setups' in a variety of materials/mediums. Students complete small copies of observational	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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		- **Students complete small copies of observational drawings** by a number of artists detailing in writing the drawing techniques found. - **Making processes and achievements** so far is discussed at the start (and end) of each lesson. Lessons continue with greater freedom of choice of materials. The concept of drawing is broadened out. The timing of drawings is used. 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. - **Continuing with observational still life studies**. Evaluation. Extension: (expand variety).	drawings by a number of artists detailing in writing the drawing techniques found. Various other tasks listed below.	
<u>Nov-Dec</u>	**SURREALISM** Learn about Surrealism and what are popular Surrealism Motifs. Improve drawing and painting skills. Use photo software to create concepts.	- **Introduction to Surrealism** - **Metamorphosis Hand** - **Metaphors** - **Surreal Insects** - **Surreal Room** - **Surreal Machines** - **Miró style painting** - **Surrealism information poster**	**Visual**: Suggested artists: **Magritte, Dalí, Miró.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Metaphor Viewfinder Anamorphic **Kinaesthetic**: Sketches paintings collages, computer aided art photo manipulation.	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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Jan-Feb-March	**HENRY MOORE** Make pupils aware of the term war artist. Introduce wax resist and sgraffito techniques. ICT (if available.) Knowledge and understanding- **Henry Moore.** Make simplified drawings of figures and convert into semi-abstract sculptures.	- **Make studies from models**/each other in several reclining poses. Look at negative and positive space. Develop drawings using wax resist technique. - **Simplify drawings into semi abstract shapes** and make out of clay. Make a simple figure from clay. Make a simple outline drawing of one of the sculptures and introduce sgraffito technique. Sculptures to be photographed and dropped into real life or surreal backgrounds with the aid of photo imaging software. - **Paint Sculptures photograph** and drop into backgrounds found on the internet using Photo manipulation software. - **Evaluation.**	**Visual**: Suggested artists: **Henry Moore, Barbara Hepworth.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Wax relief, Terracotta, Casting Iron foundry. **Kinaesthetic**: Make wax relief drawing of figures. Explore Sgraffito. Make a 3D sculpture out of clay and paint in a bronze effect.	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.
April-May-June	**KANDINSKY** Learn how to use music to inspire abstract art.	-**Introduce the artist** Using images and background history talk about Kandinsky and how his work was created. Make a title page in the style of Kandinsky's painting using shapes and marks to decorate the page. Include historical information. - **Music Symbols** Create symbols key (labelled) based on sounds listened to during lesson (from CD). Look at graphics created when music is played on windows media player.	**Visual**: Suggested artists: **Kandinsky and Klee** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Mask, paint, tissue, features, form, person, character, color, overlapping, layered, built up, solid, decoration.	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

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		Try to create a pattern (abstract design) using some of the shapes. Use overlapping and repartition. . **Drawing techniques** Render the composition using cross hatching and layering rather than just flat colours, to create textures and tones. Use a variety of pressures on the pencil to create strong color intensity. Composition must have a background and foreground. - **Relief image** 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.	**Kinaesthetic**: Colored pencil layered drawing using abstract symbols.	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 9 2026-27 Contents

Subject: Spanish Lengua	**Year 9**	**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.**
1º Trimestre	Tema 1. De todas partes. Tema 2. Don de lenguas. Tema 3. Carta de presentación. Tema 4. Va de broma.	**Lectura:** Madre se dice "MA", Mi primera lengua, Increíble pobreza de adjetivos, las cajas fuertes. **Literatura:** La comunicación literaria, La narrativa, el narrador y los personajes, El tiempo y el espacio, Subgéneros narrativos en prosa. **Gramática: La palabra.** Estructura y significado. Clase de palabras I y II, Los sintagmas I. **Ortografía:** Acentuación de diptongos, triptongos e hiatos, La tilde diacrítica, Acentuación de las palabras compuestas, homófonos con h.	Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** **Visual, Auditory, Read / Write,**	**Criterios de evaluación** **Calificación** **La calificación de la asignatura corresponderá a los siguientes porcentajes:** **70 % de la nota: Exámenes y controles** **30% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase.**
2º Trimestre	Tema 5. Mundos paralelos. Tema 6. Más que palabras. Tema 7. Viajes imaginarios. Tema 8. Prohibido pasar.	**Lectura:** Claves para entender el mataverso, Interpretado por robots, Mi tía Elena, ¡En esta familia no hay secretos! **Literatura:** Subgéneros narrativos en verso, La lírica, El verso y su medida. La rima, Estrofas y poemas. **Gramática:** Los sintagmas II, Sujeto y predicado, Los complementos del verbo I y II.	**Visual, Auditory, Read / Write,**	

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		Ortografía: Palabras con b y v, Palabras con x, Palabras con ll y y.		
3º Trimestre 18-4-22 al 23-6-22	Tema 9. Sin palabras. Tema 10. En la onda. Tema 11. Ciberanzuelos.	**Lectura:** Confidencias, Una exclusiva, Encontrar información no es solo darle al botón de buscar. **Literatura:** El teatro, Los subgéneros teatrales, la literatura actual. **Gramática:** Los complementos del verbo III, Clases de oraciones I y II. **Ortografía:** El guión, La raya, Los dos puntos y las comillas.	**Visual, Auditory, Read / Write,**	

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Sociales	**Year 9**	**Teacher: M. Galiana**
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.**
			Teaching & Learning Styles (VARK): **Visual**: **Auditory**: **Read/Write**: **Kinaesthetic**:	
Septiembre	1 La Edad Media	El Imperio Bizantino La sociedad y cultura bizantinas El islam en la Edad Media La sociedad y cultura islámicas	Interpretación, realización y comparación de líneas del tiempo. Analizar mapas históricos. Análisis de dibujos y fotografías **Read/Write:** Activities from Unit1	**For each unit** a test with questions of different types, marked by teacher. All activities in books, for class work and homework is self-marked, peer marked and checked by teacher to check layout and content and give a grade for attainment and effort. Oral participation and class contributions Individual and group projects.

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Octubre	2 El nacimiento de Europa	Los reinos germánicos El imperio carolingio El feudalismo Unos reyes débiles La nobleza El feudo El poder de la Iglesia Los campesinos	Interpretación, realización de líneas del tiempo. Analizar mapas históricos. Análisis de dibujos y fotografías **Read/Write:** Activities from Unit2	
Noviembre	3 La época del Románico 5 La época del Gótico	Una cultura religiosa La arquitectura románica La escultura románica La pintura románica Un cultura urbana La arquitectura gótica La escultura gótica La pintura gótica	Proyecto en grupo con comentarios de obras de arte de los periodos estudiados Realización de un poster con las características de ambos estilos Analizar la planta de un edificio **Read/Write:** Activities from Unit3-5	
Noviembre-Diciembre	4. La consolidación de los reinos europeos	La prosperidad económica del siglo XIII El renacer de las ciudades La ciudad medieval El auge de la artesanía El reforzamiento de la monarquía La crisis del siglo XIV	Realización de un póster sobre la ciudad medieval Documental sobre la peste negra **Read/Write:** Activities from Unit4	
Enero	6. Al Ándalus	La historia de Al Ándalus Una economía próspera Sociedad desigual Mundo urbano Legado cultural Arquitectura	Análisis de dibujos y fotografías Trabajo de investigación sobre La Alhambra **Read/Write:** Activities from Unit6	

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

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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Spanish 2nd Language Intermediate	**Year 9 Intermediate/Advance**	**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.**
Sept. - Oct.	**En Casa y en el Trabajo**	**En Casa y en el Trabajo** ***1-Repaso 1:*** -Revising food, meals and numbers ***1Ayudando en casa*** • Saying what you do to help at home and why ***1.2-Un trabajoa tiempo parcial*** • Describing part-time jobs and how you spend your money ***1.3-Prácticas laborales*** • Talking about your work experience ***1.4-La vida sana*** • Describing your lifestyle and giving health advice ***1.4-Los medios de comunicación*** • Discussing TV programmes and films -Culture: -Finding out facts about nowadays laboral life - Presentation about a film,programm,...	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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Nov. - Dec.	**De compras**	**2-De compras** ***2-Repaso 1:*** • Revising shopping transactions ***2.1-En los grandes almacenes*** • Shopping in a department store ***2.2-¿qué opinas tú?*** • Expressing opinions and preferences about shopping ***2.3-En el mercado*** • Buying food in a market ***2.4-¡Grandes rebajas!*** • Buying clothes and making comparisons ***2.5-¡Hay un problema*** • Complaining about problems with purchases -Culture: -Finding out information about differentpopular markets around the world and in Spain. Comparing them.. Giving opinions about them. -Writing about and designing their own ideal Shopping center	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.
Jan. -Feb.	**De Juerga**	**3.De juerga** ***3-Repaso:*** • Revising arranging to go out ***3.1-¡La cartelera*** • Reading about what's on and buying tickets ***3.2-Una cita*** • Making a date ***3.3-La prensa***	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.

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		• Reading and discussing newspapers, magazines,and comics ***3.4-¿Cómo fue?*** • Saying what you thoughta film or event **-Culture:** -Designing a magazine for travellers. Describing different places and peculiarities about them.		Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.
March-April	**Yo**	**4.Yo** ***4-Repaso:*** • -Revision of personal descriptions ***4.1-¿Cómo eres?*** • Desribing personality ***4.2-Problemas*** • Describing problems at home and at school ***4.3. La dependencia*** • Discussing the dangers of drug dependency ***4.4. La calidad de vida*** • Talking about environmental issues **-Culture:** -Finding out cultural aspects about different communities around Spain. -presentation about environment	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.
Summer term	**El Futuro**	**5.El Futuro** ***5-Repaso:*** • Revision of school subjects and jobs ***5.1-¿Seguir estudiando o no?*** • Discussing the options for further study ***5.2-¿Qué carrera?***	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions.	*End of the unit test:* Speaking, reading, listening, writing or grammar. *Ongoing assessment:*

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		• Talking about career choices ***5.3-Buscando un empleo*** • Making a job application ***5.4-En el futuro*** • Thinking about the future -Culture: -Finding out information about careers and universities -Designing a poster about life in the future	Kinesthetic: Role-Plays using different props and running dictations.	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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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Spanish 2nd Language Beginner	**Year 9 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.

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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. ***4-¿Qué vas a llevar para ir a la fiesta?:*** Describing 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. Peer evaluation.. Dispositions and attitudes.

		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.		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.

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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: French	**Year 9**	**Teacher: V Bernard**
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.**
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**	
Septe°September October	Revision Family	Classroom instructions The near future Home Past tense Reflexive verbs Travel: a visit to Paris Describing your family including jobs Feminine and masculine jobs How to ask in French	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write**: Exercises from this chapter **Kinaesthetic**: Organising a fashion show in French	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test

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

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		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	**Visual**: Powerpoint presentation/flashcards for new vocabulary **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter **Kinaesthetic**:miming, acting on transactional language	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
June	A week in Paris	Revising the verb aller and its use for the immediate future Means of transport Advantages and inconvenient The use of "y" in French Cultural awareness: getting to know Paris Using the metro Describing a stay in the past Revising regular and irregular verbs in past.	**Visual**: Real life footage of the French capital, Videos,Powerpoint presentation **Auditory**: : Listening exercises from the chapter, drilling from teacher **Read/Write:** Exercises from this chapter, writing a diary of your stay **Kinaesthetic**:Miming, drama a problem in the French metro	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: German	**Year 9**	**Teacher: Kirsten Schulte**
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.**
	[*]	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 ccordingly to meet the needs of each group.	Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Sept -Nov	Echo 2: Chapter 1 and 2: -Holidays -Eating out and going shopping	Talking about the date/seasons 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;

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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 sportsperson 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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: PE	**Year 9**	**Teacher: Nick Lavin**
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**	
Sept	Fitness Testing/ OAA/ Rounders	Perform at maximum levels. Develop an understanding of different fitness concepts. How to test fitness. How to improve your different fitness types. Performing in teams, communication skills. Developing throwing and striking skills. Building on previously learned skills and technique development. Develop leadership skills and umpiring.	Visual: All PE subjects will provide visual learners with practical demos. Auditory: Opportunities to listen to feed back Read/Write: Opportunities to provide written analysis of their own and others performances. Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all activities across the year.	End of unit practical assessment. Peer evaluations
Oct Nov	Fitness test evaluations /Football / Netball	Developing skills in understanding how to evaluate training and fitness development. Performing in team play, invasion games developing passing skills, team work, positioning, support play. Building on previously learned technique and skill development. Develop leadership skills and ability to decide or change tactics.		End of unit practical assessment. Peer evaluations
Dec	Cross Country	Performing at maximal levels. Develop an understanding of competition, pacing, running on different terrains, tactics of a race. Running for further and improving performance from year 7. Perform a distance of at least 5 kms by managing own pace over distance.		Times recorded for set distances.

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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Creative and Performance	**Year 9**	**Teacher: Kirsten Schulte, Marie Carmen Diaz,Carmen F.Jimenez, Paul Reichenbach, Hanna Kubica, 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 BeastTHE BEAUTY AND THE BEAST**

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	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.
	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

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Scheme of Work and Assessment Year 9 2026-27 Contents

Subject: Music	**Year 9**	**Teacher: Ms Kubica**
No. of lessons: 1 lesson per week.	**Date:** 2026-27	

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Sept. to Dec	**DANCE MUSIC** **SOUNDTRACKS**	Dance Music Unit - learning objectives: • Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. • Understand how different dance music genres use different time signatures and metres and how these relate to the dance. • 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. • Understand how different dances use characteristic dance rhythms within their music. • Describe the different accompaniment patterns and textures in dance music from different times and places. Soundtracks Unit - the students will learn:	**Visual:** A wide range of inspirational videos related to the topic and used to explore genres and moods. **Auditory:**listening to and evaluating a wide range of film music plus commercial advertisement. Constant feedback to their own performance to improve playing and composition. **Read/write:** Analytical and evaluation tasks. **Kinaesthetic:**Pupils play a variety of instruments to improve fine and gross	**On-going:** Evaluation of one's own and others' work justifying opinions with musical vocabulary. **Starter reading task:** Includes questions for class discussion which will be used to gain a sense of students' understanding of the topic and its vocabulary. **End of unit review:** A tick list to help students to assess how much they have learned. Final test after each Unit.

		• How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.	motor skills, dexterity and coordination.	
Jan - March	**VIDEO GAME MUSIC** **NEW DIRECTIONS**	Video Game Music Unit - learning objectives: • Understand the various ways in which music is used within a range of computer and video games from different times. • Understand, describe and use common compositional and performance features used in computer and video game music. • Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. • Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. New Directions - learning objectives:	**Visual:**videos, power points, reading from notation. **Auditory:**identifying themes, scales, timbres, comparing harmonies **Read/write:**5 minute silent reading sheets, accurate use of musical vocabulary - describing extreme musical tools **Kinaesthetic:**practise repetitive motifs on the keyboard, come up with ideas of "prepped" instruments	**On-going:** Evaluation of one's own and others' work justifying opinions with musical vocabulary. Observation during practical tasks. **Starter / plenary tasks:** To revise and assess students' understanding of musical concepts and vocabulary. **End of unit review:** A tick list to help students to assess how much they have learned. Final test after each Unit.

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		• Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals. • Understand that twentieth century music consisted of many different types, styles, movements and genres. • Understand and demonstrate how minimalist composers develop pieces from small starting points. • Know and demonstrate the compositional and serialist techniques used by expressionist composers. • Manipulate motifs, cells and note/tone rows using a variety of musical development techniques.		
April-June	**SAMBA** **WHAT MAKES A GOOD SONG?**	Samba Unit - learning objectives: • Understand how instruments, structures and textures are used in Samba • Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music • Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising	**Visual:** film clips / videos of performances of songs to be analysed, graphic scores to represent melodic shapes **Auditory**: listening and analysing song structures and melodic shapes, exploring samba percussion instruments **Read/write**: 5 minute reading sheets.	**On-going:** Evaluation of one's own and others' work justifying opinions with musical vocabulary. Observation during practical tasks. **Starter / plenary tasks:** 5 minutes reading and Powerpoint presentation to revise and assess students' understanding of music vocabulary and concepts. **End of unit review:**

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		What Makes a Good Song Unit enables students to: • Understand how popular songs have mass appeal across all age ranges and in a variety of contexts • Recognise the importance of structure in popular songs • Understand the importance of a memorable melody • Describe melodic movement and range in different ways • Explore the importance of lyrics in popular songs	Description using correct musical vocabulary. **Kinaesthetic**: singing, performing rhythmic elements, performing Samba accompaniment, composing a simple song using ukulele chords	A tick list to help students to assess how much they have learned. Final test after each Unit

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