RAYNES
PARK HIGH SCHOOL

Respect

Resilience

Results

Our Key Stage 3 Curriculum

The Key Stage 3 curriculum at Raynes Park High School has been structured in a manner to help ensure a successful transition from Year 6 and to build upon the skills and knowledge that students have developed at Primary School whilst also laying the foundations for KS4 and the new GCSE specifications. At Key Stage 3, there is a focus on developing mastery and securing the ability to apply key skills in a range of contexts.

Students in Years 7 to 9 spend most of their time in the core subject areas of English, Maths and Science to ensure they make good progress in the subjects that they will study throughout their time at Raynes Park High School. We have also maintained a broad and balanced curriculum which provides students with a range of Humanities (Geography and History), Languages, Creative (Dance, Drama, Music, Art) and Practical Subjects (Technology and PE).

Students will complete their GCSE Options in Year 9 and will select the subjects that they wish to study at GCSE (Years 10 and 11). To support our students with these choices we provide our students with the information, advice and guidance to ensure that they select appropriate courses based upon a number of factors including;

- Their academic ability
- Their strengths and weaknesses
- Their future career aspirations
- Any support they may require

The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- The academic profile of the cohort
- Changes to DfE policy
- Amendments to specifications / methods of assessment by examination boards

Our Key Stage 3 curriculum is completed following a one week timetable consisting of 25 x 60 minute periods – with 5 periods per day or 25 per week.
The weighting of these periods to each subject area per 25 period week is broken down below.

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	2	120
DT	1	60
Geography	2	120
History	2	120
MFL (French/Spanish)	2	120
Computer Science	1	60
Art	1	60
Dance / Drama / Music (Rotation)	1	60
Religious Education	1	60
Totals	25	1500

KS3 Curriculum Weighting
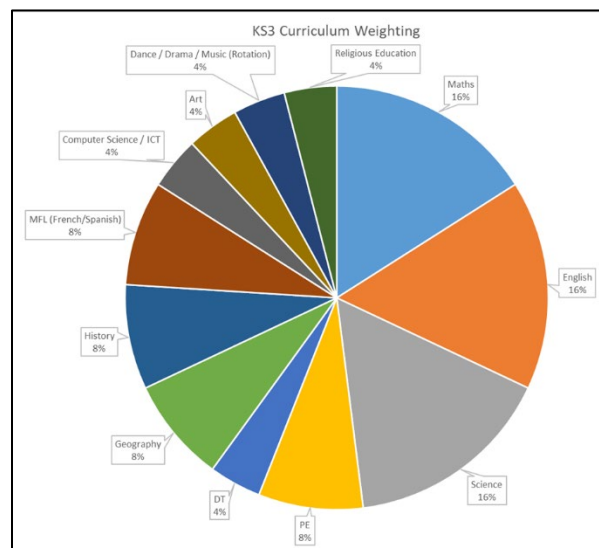
The following pages of this curriculum booklet will give you a more detailed overview as to what KS3 students will study in each subject area over the course of this academic year.

If you have any questions or queries about our curriculum please do email ahogarth@raynespark.merton.sch.uk

A. Hogarth

Mr A Hogarth
Deputy Headteacher

Support available at school

The school provides a range of support systems which include:

- **Mentoring:** students who need extra support may be referred to a member of staff for mentoring. Please contact the year team if you feel that this would be of benefit.
- **Subject Staff:** departments run their own intervention sessions to support students after school. There is a wide range of resources available in school and online to assist with all subjects.
- **Year Team:** please contact the year team with any other queries you may have

Student Wellbeing

Ms Yusuf leads the wellbeing team who provide personalised support to students.

Learning Resources

A wide range of learning resources are available via the internet for students. These include:

- Satchel: https://raynespark.satchelone.com/school/home
- Maths: https://sparxmaths.com/ and https://vle.mathswatch.co.uk/vle/
- Science: https://www.educake.co.uk/
- English: https://www.educake.co.uk/
- Revision Videos: https://www.youtube.com
- BBC Resources: https://www.bbc.co.uk/bitesize
- Oak National Academy: https://www.thenational.academy/

Departments will also advise you of the best websites for their specific subject revision.

KS3 KEY STAFF

HEADS OF YEAR		
MR R BURNETT	HEAD OF YEAR 7	rburnett@raynespark.merton.sch.uk
MS T OGBONNA	DEPUTY HEAD OF YEAR 7	togbonna@raynespark.merton.sch.uk
MS S CROSSFIELD	HEAD OF YEAR 8	scrossfield@raynespark.merton.sch.uk
MR T AYRE	DEPUTY HEAD OF YEAR 8	tayre@raynespark.merton.sch.uk
MS J CLARK	HEAD OF YEAR 9	jclark@raynespark.merton.sch.uk
MS M THUMWOOD	DEPUTY HEAD OF YEAR 9	mthumwood@raynespark.merton.sch.uk

YEAR 7 TUTOR TEAM		
7AS	MR A SAITCH	asaitch@raynespark.merton.sch.uk
7JA	MR J AINSWORTH	jainsworth@raynespark.merton.sch.uk
7MM	MS M MITASHOVA	mmitashova@raynespark.merton.sch.uk
7LS	MS R STEWART	rstewart@raynespark.merton.sch.uk
7RS	MS R SINGH	rsingh@raynespark.merton.sch.uk
7VF	MS V FONSECA CIVICO	vfonsecacivico1@raynespark.merton.sch.uk

YEAR 8 TUTOR TEAM		
8AA	MR A AHMED	aahmed@raynespark.merton.sch.uk
8CT	MS C TUNA	ctuna@raynespark.merton.sch.uk
8CW	MS C WOLLASTON	cwollaston@raynespark.merton.sch.uk
8JC	MR J CAHILL	jcahill@raynespark.merton.sch.uk
8KP	MS K POLLARD	kpollard@raynespark.merton.sch.uk
8PN	MS P NERY	pnery@raynespark.merton.sch.uk
8TW	MR T WRIGHT	twright@raynespark.merton.sch.uk

YEAR 9 TUTOR TEAM		
9AB	MR A BAINES	abaines@raynespark.merton.sch.uk
9BD	MS B DAVIS	bdavis@raynespark.merton.sch.uk
9LD	MR L DANIELS	ldaniels@raynespark.merton.sch.uk
9MH	MS M HORNE	mhorne@raynespark.merton.sch.uk
9MC	MR M CASEY	mcasey@raynespark.merton.sch.uk
9VS	MS V SUNTHARALINGAM	vsuntharalingam@raynespark.merton.sch.uk
9WM	MR W MOHANARAJ	wmohanaraj@raynespark.merton.sch.uk

HEADS OF DEPARTMENT		
MR A BAINES	MEDIA	abaines@raynespark.merton.sch.uk
MS M BOWES	SCIENCE	mbowes@raynespark.merton.sch.uk
MR J CAHILL	GEOGRAPHY	jcahill@raynespark.merton.sch.uk
MS B DAVIS	PERFORMING ARTS	bdavis@raynespark.merton.sch.uk
MR R HARRIS	DESIGN	rharris@raynespark.merton.sch.uk
MS M HORNE	ART	mhorne@raynespark.merton.sch.uk
MR D JACKSON	COMPUTER SCIENCE	djackson@raynespark.merton.sch.uk
MR R JONES	ACCESS CENTRE	rjones@raynespark.merton.sch.uk
MS L PIGOTT	MFL	lpigott@raynespark.merton.sch.uk
MS R PUGH	SOCIAL SCIENCES	rpugh@raynespark.merton.sch.uk

MR W MOHANARAJ	MUSIC	wmohanaraj@raynespark.merton.sch.uk
MS E POPE	DRAMA	epope@raynespark.merton.sch.uk
MR J SANDERSON	PE	jsanderson@raynespark.merton.sch.uk
MR R SANDHU	BUSINESS STUDIES	rsandhu@raynespark.merton.sch.uk
MS E SCOTT	ENGLISH	escott@raynespark.merton.sch.uk
MR J TOMBS	MATHS	jtombes@raynespark.merton.sch.uk

English Curriculum Maps 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**Transition 'Ghost' by Jason Reynolds** Exploring content, focusing on family relationships, loss and the value of community.	**Playscript: Frankenstein** Exploring the importance of parenting, upbringing, social responsibility and issues related to being an outcast and living in isolation.	**Heritage: 19th Century Extracts** Exploring the context of 19th century focusing on issues of poverty, class and gender. Exploring the 19th century villain.	**Non-fiction: Survival Text Excerpts from the 20th and 21st Centuries** Exploring the theme of survival through a range of texts and perspectives.	**Shakespeare: An Introduction to Shakespeare** Exploring the context of Shakespearean England focusing on themes about power, the supernatural, conflict and evil.	**Poetry and the History of Storytelling** Exploring the power of the written word and how morals are imparted through the ballad form and influential texts.
8	**Modern Novel** Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships.	**Playscript: A Christmas Carol** Exploring the context of 19th century focusing on issues of poverty, class and gender, wealth, Christianity, and the true meaning of giving and happiness.	**Heritage: Great Expectations** Exploring the concept of ambition, crime and the true meaning of wealth.	**Non-Fiction: The Art of Rhetoric** Exploring a range of non-fiction extracts focusing on real-life issues in society through a range of texts and perspectives.	**Shakespeare: Romeo and Juliet** Exploring the meaning of love and relationships, masculinity and gender within a Shakespearean context.	**Poetry Across Time** Exploring the cultures of the world through the poetic form and motifs, focusing on the rights and responsibilities of individuals in society.

9	Playscript: Journey's End	Modern Novel: Lord of the Flies/The Upper World/Ghost Boys	Heritage: Literature through time links with modern literature	Non-Fiction: Race and Identity: texts from the 19th, 20th and 21st centuries	Shakespeare: Themes within 'Richard III'	Poetry: Conflict Anthology
	Exploring the context of the World War and the condition of the human spirit in friendship, loyalty and in the face of adversity.	Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships.	A pronounced focus on themes and motifs such as conflict, jealously, paranoia and relationships.	Exploring a range of non-fiction texts from different eras and the disseminating power of the written word.	Examining the concept of ambition and power, the qualities of a leader, including politics, maintaining control and personal relationships. Reputation, power, evil, conflict, ambition, duality of man.	Exploring the theme of conflict from different perspectives through a variation of poetic form and literary methods.

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Maths Curriculum Maps 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	▪ Transition ▪ Sequences ▪ Understanding and using algebraic notation ▪ Substitution	▪ Equality and equivalence ▪ Solving equations ▪ Collecting like terms ▪ Place value and ordering integers and decimals	▪ Mean ▪ Median ▪ Mode ▪ Rounding ▪ Fraction, decimal and percentage equivalence	▪ Solving problems with addition and subtraction ▪ Perimeter ▪ Financial maths ▪ Frequency trees ▪ Factors & multiples	▪ Solving problems with multiplication and division ▪ Area ▪ Volume ▪ Surface Area ▪ Fractions & Percentages of amounts	▪ Four operations with directed number ▪ Solving equations ▪ Addition and subtraction of fractions
8	▪ Ratio and scale ▪ Multiplicative change ▪ Exchange rates ▪ Multiplying and dividing fractions	▪ Working in the Cartesian plane ▪ Probability ▪ Sets & Venn diagrams ▪ Scatter graphs	▪ Expanding brackets ▪ Factorising ▪ Solving equations ▪ Solving inequalities ▪ Sequences ▪ Indices	▪ Converting between fractions, decimals & percentages ▪ Percentage increase/decrease ▪ Number sense	▪ Angles ▪ Parallel & perpendicular lines ▪ Area of trapezia and circles	▪ Line symmetry and reflection ▪ Bar charts ▪ Pie Charts ▪ Frequency tables ▪ Averages from frequency tables
9	▪ Forming & Solving Equations ▪ Three dimensional shapes (SA & Vol)	▪ Numbers (HCF & LCM) ▪ Using Percentages ▪ Money ▪ Deduction	▪ Pythagoras ▪ Ratio & Proportion	▪ Rates ▪ Probability ▪ Algebraic representations	▪ Standard form ▪ Transformations ▪ Straight line graphs ▪ Three dimensional shapes (Plans & Nets)	▪ Construction ▪ Enlargement & Similarity

*Depending on KS2 results and progress through Years 7, 8 & 9 some pupils may be following a slightly different curriculum

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Science Curriculum Maps 2024-2025

Key Stage 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	▪ Transition Content ▪ Forces ▪ Organisms	▪ Energy ▪ Matter	▪ Ecosystems ▪ Earth	▪ Electromagnets ▪ Genes	▪ Reactions	▪ Waves ▪ Revision for end of year exams ▪ Practical Skills
Year 8	▪ Science Skills Review ▪ Ecosystems: respiration and photosynthesis ▪ Earth: climate and earth's resources ▪ Electromagnets: magnetism and electromagnets	▪ Genes: evolution and inheritance ▪ Matter: elements and the periodic table	▪ Organisms: breathing and digestion ▪ Energy: work and heating and cooling	▪ Forces: contact forces and pressure ▪ Ecosystems: respiration and photosynthesis	▪ **Reactions** ▪ Waves: wave effects and wave properties	▪ Reactions: types of reaction and chemical energy ▪ Revision for end of year exams ▪ Practical Skills
Year 9	▪ Ecology: adaptations, interdependence and competition, organising an ecosystem and biodiversity and ecosystems	▪ Earth's atmosphere ▪ Earth's resources ▪ Conservation and dissipation of energy	▪ Energy transfer by heating ▪ Energy resources ▪ Atomic structure and the periodic table	▪ Diseases: communicable diseases, non-communicable diseases and preventing and treating diseases	▪ Rates and equilibria	▪ Molecules and matter ▪ Revision for end of year exams ▪ Practical Skills

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Art Curriculum Map 2024-2025

(Please note, this content will be updated by our new Head of Art)

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**Transition Project: Ghost (2 weeks)** *A transition project that focuses on the book students read over the summer holiday* ▪ Introduction to the formal elements. ▪ Designing a Ghost book cover using the formal elements. **Sweet Treats** *Documenting through drawing in the colourful world of Sarah Graham.* <u>Mediums and Techniques</u> ▪ Graphite – layering, hatching, cross-hatching, blending, mark-making. ▪ Colour pencil – layering, hatching, cross hatching,	**Sweet Treats** *Documenting through drawing in the colourful world of Sarah Graham* <u>Mediums and Techniques</u> ▪ Watercolour – wet-on-wet, wet-on-dry, layering. ▪ Acrylic Paint – blending, layering, mark-making. <u>Theory</u> ▪ Colour theory ▪ The formal elements <u>Artist Link</u> ▪ Wayne Thiebaud	**Insects** *Developing Drawing techniques in a variety of mediums to capture the natural form of insects* <u>Mediums and Techniques</u> ▪ Oil Pastel – blending, layering, and solid fill. ▪ Compressed charcoal – Creating tone and texture with laying. <u>Theory</u> ▪ Symmetry ▪ Natural form ▪ Reflection <u>Artist Link</u> ▪ Kelly Standford	**Abstract Art** *Understanding what abstract art is and applying a mood to artwork through mark-making and the formal elements* <u>Mediums and Techniques</u> ▪ Acrylic paint – create visual and physical texture using tools and found materials. ▪ Watercolour – gradient, pigmented. <u>Theory</u> ▪ Composition ▪ Abstract, Semi-abstract, Realistic ▪ Mood ▪ Expressive art <u>Artist Link</u> ▪ Frank Bowling ▪ Wassily Kandinsky	**Abstract Art** *Creating original 2D and 3D abstract compositions* <u>Mediums and Techniques</u> ▪ Clay – pinching, coiling and slab building. ▪ Acrylic paint, applying paint to a three-dimensional surface, collaborative painting. <u>Theory</u> ▪ Collaboration ▪ Form <u>Artist Link</u> ▪ Henry Moore	**Cultural art** *Exploring Egyptian and aboriginal artwork* <u>Mediums and Techniques</u> ▪ Acrylic paint – pointillism. ▪ Block printing ink – polyprinting. <u>Theory</u> ▪ Repetition ▪ Emphasis ▪ Unity <u>Artist Link</u> ▪ Kate Watkins ▪ Geoffrey Bardon

	blending. Mark-making <u>Theory</u> ▪ Proportion ▪ Perspective ▪ The formal elements ▪ <u>Artist Link</u> ▪ Sarah Graham					
8	**Cubism** *Introduction to art movements, focusing on re-creating cubist artworks* <u>Mediums and Techniques</u> ▪ Graphite – layering, directional pencil strokes blending. ▪ Colour pencil – layering, directional pencil strokes blending. <u>Theory</u> ▪ Art Movements ▪ Perspective ▪ Abstraction ▪ Design principals ▪ Observational art <u>Artist Link</u> ▪ Pablo Picasso	**Cubism** *Creating original 2D and 3D cubist compositions* <u>Mediums and Techniques</u> ▪ Paper – collage, paper manipulation, sculpture ▪ Watercolour – layering, wet on wet, dry-on dry. ▪ Fineliner, line detail <u>Theory</u> ▪ Art Movements ▪ Construction ▪ The design principals <u>Artist Link</u> ▪ Tilen Ti	**Fauvism** *Exploring a range of fauvist techniques in different mediums* <u>Mediums and Techniques</u> ▪ Oil Pastel – mark-making, sgraffito, stippling, hard-pressure blending, soft pressure blending ▪ Block-printing ink – block printing <u>Theory</u> ▪ Complementary colours ▪ Unity and Harmony <u>Artist Link</u> ▪ Henri Matisse	**Architecture** *Exploring architectural structure through drawing and experimental sculpture.* <u>Mediums and Techniques</u> ▪ Vine charcoal – expressive drawing, en plain air ▪ Structural objects/Found objects – experimental sculpture. ▪ Ink – Expressive ink drawing <u>Theory</u> ▪ One and Two point perspective ▪ Gestural art ▪ En plain air <u>Artist Link</u> Sunga Park	**Under the sea** *Taking inspiration from under the sea to create inventive clay sculptures.* <u>Mediums and Techniques</u> ▪ Clay - slab, coil, tile, incised, applied, 3D techniques ▪ Glaze/Acyrlic Paint/Slip – adding colour to a clay surface. <u>Theory</u> ▪ Form ▪ Clay technique <u>Artist Link</u> Mary O'Malley	**Under the sea** *Taking inspiration from under the sea to create original compositions.* <u>Mediums and Techniques</u> ▪ Biro – Hatching, cross hatching, expressive mark-making ▪ Soft pastel – side, end, rolling, blending, cross-hatching. <u>Theory</u> ▪ Expressive art <u>Artist Link</u> Sushanik Karapetyan

9	**Mexican Day of the Dead**	**Mexican Day of the Dead**	**Street Art**	**Street Art**	**Futurism**	**Natural Form**
	Understanding Mexican day of the dead, and documenting key objects through drawing and collage.	*Create original compositions in three-dimensional and mixed media*	*Creating original artworks inspired by Banksy*	*Creating original artworks inspired by Banksy*	*Developing understanding of how to create movement in artwork in the style of the futurists*	*Capturing natural form in a range of mediums*
	<u>Mediums and Techniques</u>	<u>Mediums and Techniques</u>	<u>Mediums and Techniques</u>	<u>Mediums and Technques</u>	<u>Mediums and Techniques</u>	<u>Mediums and Techniques</u>
	▪ Graphite – layering, hatching, cross-hatching, blending, mark-making.	▪ Clay – three-dimensional clay techniques	▪ Paper/Acetate – stencil	▪ Watercolour – Wet-on-wet, wet-on dry, layering	▪ Tracing paper – layered drawing	▪ Clay – three-dimensional techniques
	▪ Coloured paper – collage	▪ Paper/Drawing material – collage, mixed media	▪ Spraypaint – Layering, blending, distance control.	<u>Theory</u>	▪ Block-printing ink – mono-printing	▪ Colour pencil – hatching, blending, colour mixing
	▪	▪	<u>Theory</u>	▪ Scale	<u>Theory</u>	▪ Oil Pastel – hard and soft pressure blending, mark-making
	<u>Theory</u>	<u>Theory</u>		▪ Identity	▪ Industrialisation	▪ Ink and Water, Bleeding
	▪ Mexican day of the dead traditions.	▪ Composition	Social justice	<u>Artist Link</u>	▪ Movement	
		▪ Contrast and Emphasis	Ethics		<u>Artist Link</u>	<u>Theory</u>
	<u>Artist link</u>	▪	Composition		Giacomo Balla	▪ Understanding of natural form
	▪ Gerard van der Gucht	<u>Artist Link</u>	Design			<u>Artist Link</u>
		▪ Mary Delany	Principals			
			<u>Artist Link</u>			
			▪ Banksy			

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Design & Technology Curriculum Maps 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**Ghost** **Design** Layout Typography **Make** 3D card modelling Nets Knife Skills **Knowledge** Nets Weighing/Measuring Packaging	**Workshop Skills/Computer-aided Design** **Design** Sketching **Make** Using hand tools Shaping plastic **Knowledge** Materials and their working properties Measuring Shapes Reading data	**Computer-aided/Drawing Skills** **Design** Sketching **Make** Using hand tools Shaping plastic **Knowledge** Materials and their working properties Measuring Shapes Reading data	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines
8	**Cushion** **Design** Sketching (Initial ideas) **Make** Hand Sewing skills **Knowledge** Use of research h tools Secondary research	**Cushion** **Design** Sketching (developed ideas) **Make** Embellishment **Knowledge** Health & Safety Key Words Client profile	**Cushion** **Design** Sketching (final design ideas) **Make** Printing techniques Machine sewing techniques **Knowledge** Health & Safety Evaluation Key Words Measuring	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Food** **Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines

9	Furniture Project	Furniture Project	Furniture Project	Food	Food	Food
	Design Sketching CAD (Photoshop) **Make** CAD template **Knowledge** Computer-aided Design Target Market Design Development	**Design** Sketching CAD (Photoshop) **Make** Card Prototyping **Knowledge** Computer-aided Design Target Market Design Development	**Design** Sketching CAD (Photoshop) **Make** Card Prototyping **Knowledge** Computer-aided Design Target Market Design Development	**Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	**Make** A range of KS3 Food dishes **Knowledge** Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines

French Curriculum Maps 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**Ghost** Greetings and introductions Numbers 1-15 'J'ai' for age Dates/birthdays numbers 15-31 French speaking regions Classroom instructions Alphabet – phonics intro Sounds **(e-er-é, -gne, Silent Last Letter)**	**Avoir** Verb 'Avoir' whole paradigm Family members Pets Classroom objects Introduction to adjective agreement through colours Singular and plural nouns Basic connectives *Revision of age* Sounds **(oi, -ien, è)**	**Etre** Describing family and animals Possessive pronouns Quantifiers Further connectives Masculine and feminine nouns, adjective agreement. *Revision of 'avoir' to describe eyes and hair.* Sounds **(-eu, -an)**	**Porter** Present tense of ER verbs (porter) Negatives Introduction to opinion verbs + infinitive Je voudrais + noun/infinitive *Revise sounds (e-er-é)* Sounds **(au, u – û)**	**Jouer + faire** Sports Jouer and faire *Revision of ER verbs* Adverbs of frequency Faire + weather Si + weather + present tense *Revision of opinions and adjective agreement.* Sounds **(-tion, -ent)**	**Revision** **EOY** **Evaluation** **Belle et Sebastian** film project *Revision of 3rd person description.* *Opinions as part of a film review.*
8	**Aller** Il y a/Il n'y a pas de + places	**Au collège** Introduction to near future tense School subjects	**Ma routine** Further opinions Time Reflexive verbs	**Les pays** Describing countries Asking questions Ideal holidays	**Le monde des médias** TV, music, film and reading genres and preferences	**Revision** **EOY** **Evaluation**

	Verb aller whole paradigm. *Revision of weather* *Revision of opinion + verb* *Revision of sounds (–oi -o - ô - au – eau,* Sounds **(-oi, eu-oe-oeu,-an-am-en-em)**	*Revision of description and il y a/il n'y a pas de* *Revision of description (describing teachers)* *Revision of justified opinions (describing school subjects)* *Revision of numbers* *Revision of sounds (–ch, -o - ô - au – eau,-q-qu)* **(ai, a-à-â, -an, -ien)** *Revision of regular ER verbs/faire to discuss extra curricular activities.* Sounds **(-gn)**	Comparatives using plus/moins Helping others <u>Francophone Africa</u> Sounds **(-oi, eu-oe-oeu,-an-am-en-em)**	Je voudrais + infinitive In (countries) : en/au/aux/à *Revision of 'Aller'* *Revision of near future tense* Sounds **(-gn)**	Introduction to the perfect tense with 'Aller' Opinions in the past 'C'était …' *Revision of near future tense* Sounds **(-ion)** ***Revision of sounds (-u,-ou, qu-)***	**Film project: Une Vie de Chat** Narration (Tense concordance) and film reviews
9	**La nourriture** Food and drink Partitive articles Ordering in a restaurant – *revision of je voudrais* Expressions using avoir (J'ai faim/soif) *Revision of opinions and adjective agreement*	**En pleine forme!** Healthy eating and lifestyles Resolutions – *revision of near future tense* Introduction to imperfect tense – past habits	**Un métier, un rêve !** Jobs and qualities needed Ideal jobs and ambitions – *revision of je voudrais* Part time jobs Success and failure Masculine and feminine forms of jobs	**Autour du monde** The perfect tense with avoir *Revision of perfect tense with aller (Je suis allé)* Future holiday – *revision of near future tense*	**Change to types of accommodation and making bookings on holiday** Types of home Rooms in house *Revision of Il y a* Activities in rooms - *revision of present tense*	**Revision** **EOY** **Evaluation** <u>Senegal and Martinique</u> Geographical and statistical language **Film project : Le Petit Nicolas**

| | *Revision of perfect tense what I ate or drank yesterday*

Revision of sounds **(-e-er- é,-ai, -oi)** | | Sounds revision (**eu-oe- oeu)** | Tie in to GCSE roleplay talk about types of accommodation

Transport

Sounds (**gn – je/j'ai – é at end of word – x before vowel, s before vowel** | Describing bedrooms

Describing ideal homes

Prepositions

Si clauses + imperfect tense and conditional

*Revision of sounds **(gn,- in - im - ain - aim - ein - eim - yn – ym,-ien,- ç - c+ e/i/y)*** | *Revision of describing people, describing clothes, opinions and comparatives.* |

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Geography Curriculum Map 2024-2025

Key Stage 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	Map Skills ▪ Grid references ▪ Symbols ▪ Distance ▪ Height	London/Regeneration ▪ Comparing 2 boroughs ▪ The need for regeneration ▪ Impacts of regeneration	▪ River Processes and features ▪ Characteristics over 3 stages ▪ Potential for tourism and settlement	The Local Area ▪ Location ▪ Transport ▪ Places of interest ▪ Potential for improvement	Africa/Kenya/ Kibera ▪ Physical and Human features ▪ Contrasts in Nairobi ▪ Mitigating poverty	Food/Fair Trade ▪ What we eat and where it comes from ▪ Imported products ▪ Evaluating Fair Trade
Year 8	Ecosystems ▪ Food webs ▪ Biomes ▪ Hot Desert and Tropical Rainforest studies	Population/Migration ▪ Population change ▪ Causes and effects of Migration ▪ Examples in North America and Europe	Extreme Weather and Climate Change ▪ Tropical Storms (causes, effects, responses) ▪ Climate Change (evidence, causes, effects, management)	Coastal Processes and Features ▪ Erosion, Transportation, Deposition and resultant features ▪ Purpose and effectiveness of coastal management in the UK	Globalisation ▪ Definitions and examples ▪ Evaluation of impacts	Tourism ▪ Growth of the industry ▪ Impacts on a LIC (Thailand) ▪ Impacts on an extreme environment (Antarctica)
Year 9	Italy ▪ Mapping ▪ Climate ▪ Tourism ▪ Regional contrasts	Resources and Conflict ▪ The significance and characteristics of the world's resources ▪ Nature and extent of global conflict ▪ Causes and effects of conflict, including the role of competition for resources	Tectonics/Japan ▪ Plate tectonic theory ▪ Volcanoes (Hawaii) ▪ Earthquakes and Tsunamis (Japan)	Development/China ▪ Measurement ▪ Global contrasts ▪ Development and inequality in China	Brazil ▪ Characteristics and features ▪ Causes and consequences of urban growth (Rio de Janeiro)	The UK and Map Skills (revisited) ▪ Locating physical and human features ▪ Population in the UK ▪ Map Skills revision

History Curriculum Map 2024-2025

Key Stage 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	▪ Transition topic (Ghost) **Thematic Study- Story of Migration to UK** ▪ Celts ▪ Romans ▪ Angles, Saxons, Jutes ▪ Vikings	**The Normans** ▪ Anglo-Saxon England ▪ Claimants to the Throne ▪ Battle of Hastings ▪ The Norman Conquest ▪ The Domesday Book ▪ The Feudal System ▪ The Harrying of the North ▪ Life in Norman England	**Medieval Society** ▪ Life in villages and towns ▪ Religious faith ▪ Crime and Punishment ▪ Diversity ▪ Medicine ▪ The wider Medieval World	**The Golden Age of Islam** ▪ Medicine and Science ▪ Islamic Art ▪ The Silk Road ▪ The Moors ▪ Saladin ▪ The Crusades ▪ Mansa Musa I	**Challenges for Medieval Rulers** ● The Anarchy ● Eleanor of Aquitaine ● Henry II ● Richard I ● King John ● The Black Death ● The Peasants Revolt ● The War of the Roses	**The Renaissance** ● Age of Exploration ● Science ● The Reformation ● Medicine ● Art ● Theatre ● Crime and Punishment
Year 8	**The Tudors** ▪ Henry VIII and break from Rome ▪ Edward VI ▪ The Tudor Crisis ▪ Mary I ▪ Elizabeth I ▪ The Spanish Armada ▪ Black Lives in Tudor England	**The English Civil War** ▪ James I ▪ The Gunpowder Plot ▪ Charles I ▪ The Civil War ▪ Execution of Charles I ▪ Life under Cromwell ▪ The Restoration ▪ The Great Fire of London	**African Kingdoms** ▪ West African Kingdoms ▪ The Kingdom of Mali ▪ Kingdom of Benin ▪ Songhai Empire ▪ Askia the Great	**The Transatlantic Slave Trade** ▪ Black Britons ▪ The Trade Triangle ▪ The Middle Passage ▪ Life on Plantations ▪ Resistance and Rebellion ▪ Abolition ▪ Legacy of slavery	**The British Empire** ● The building of the British Empire ● Empire in South Africa ● Empire in India ● Empire in Australia ● Decolonisation	**Industrial Britain** ● Technological advances ● Conditions in towns ● John Snow and Cholera ● Conditions in factories ● The Peterloo Massacre ● The Chartists

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Year 9	WW1	WW2	The Holocaust	The Cold War	Civil Rights (US and UK)	The Making of Modern Britain
	- Causes - Propaganda and recruitment - Life in the Trenches - The Battle of the Somme - Soldiers of Empire - Women in WW1 - Women's Suffrage	- The Treaty of Versailles - Appeasement - Dunkirk - The Battle of Britain - Blitz and Evacuation - Pearl Harbour - North Africa - D-Day - The Atomic Bomb	- Medieval anti-Semitism - Life in Shtetls - Nazi Prejudice - Increasing Persecution - Kristallnacht - Ghettos - Holocaust by Bullets - The Final solution **Local Study: Project on the Home Front**	- Communism - The Russian Revolution - Truman Doctrine and Marshall Aid - The Berlin Crisis - The Korean War - The Bay of Pigs Disaster - The Cuban Missile Crisis - Détente - The Fall of the Berlin Wall	- Segregation - Lynching - Rosa Parks - The Little Rock Nine - Martin Luther King - Bristol Bus Boycott - Notting Hill Carnival - The Mangrove Nine	- Impact of the Blitz - Impact of Clement Atlee - Changes to society in the 1950s and 1960s - Women's Rights - The Windrush Generation - South Asian Migration - Gay Rights - Tolerance

ICT Curriculum Map 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**School Project** (Ghost) - Understand file management - Web Quest – reliability and validity of information on the web - Web Quest – research on various technologies used in sports (athletics). - How to use teams - Email etiquette **E-safety & Formatting** Health and Well-being and how to be a modelled citizen including equality and diversity Create a presentation staying safe online and jingles of how to be safe online.	**Python Programming** (Stings, Print, Variables, Selection & Turtle) (Problem-solving skills/ creative thinker skill) ▪ Write several programs to solve various problems encountered in society. This will be done using Pi-Top 4 and the electronic kit (e.g. Build a traffic light system).		▪ Spreadsheet Modelling ▪ Create several models in SS	▪ Small Basic ▪ Write several programs in another language and produce drawings using codes. ▪ Making decision ▪ Repeating ▪ Graphics ▪ Turtle Graphics ▪ Subroutines ▪ Arrays	▪ Scratch Programming
8	▪ **Functional Skills** ▪ File Management	**E-safety & Formatting** Health and Well-being and how to be a modelled citizen	**Python Programming** cont., (Stings, Print, variables, Selection & Turtle)	▪ **HTML & CSS Web** Design & Programming	▪ **Cyber Security** ▪ This unit takes the learners on an eye-opening	▪ **Computational Thinking** ▪ Solve various problem

▪ Spreadsheet modelling – students will understand computer models, creating a financial model, what if scenarios, conditional formatting and validation and macros and charts ▪ **Non-ICT Lesson** ▪ Binary Data Representation ▪ Carry out calculations and understand how computer interpret information	▪ Use Dreamweaver to create a website staying safe online, the danger of meeting people online and the celebration of Black and Asians in Britain. More emphasis on social media platform and equality and diversity **Non-ICT Lesson** Review of commonly use social media applications ▪ Terms and conditions.. ▪ Benefits and drawback to organisations and individuals ▪ Create storyboard Flowchart Algorithms to create various instructions in everyday situations. **Python Programming** (Stings, Print, variables, Selection & Turtle		▪ Use web development software to create a website on input, output and storage devices.	journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. ▪ The learners will start by considering the value of their data to organisations and what they might use it for. ▪ They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. ▪ The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and	problems using abstraction, decomposition, pattern recognition, algorithms

					malware, as well as looking at methods to protect ourselves and our networks against these attacks	
9	**Functional Skills** ▪ File Management ▪ Email etiquette ▪ Spreadsheet ▪ How to submit work on teams? **Non-ICT Lesson** Data Representation & Computer (intermediate)	**E-safety & Formatting** Health and Well-being and how to be a modelled citizen Create a website in Dreamweaver on how to stay safe online. Also, incorporating anti-bullying and equality and diversity.	**Mobile Phone Applications** ● Create mobile app for phone using AppShed	**Intermediate - Python Programming** (Stings, Print, variables, Selection & Turtle)	**HTML, Advanced CSS & JavaScript** ● Create an online radio station with web development software	**Game maker** ● Create a maze and platform game (Advance level)

PE Curriculum Maps 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost Multi Sports (Principles of movement within physical activity)	Basketball Tag Rugby Netball Football	Football Fitness Tennis Tag Rugby	Tennis Hockey Gymnastics Fitness Handball	Athletics Cricket Tennis	Tennis Rounders Cricket
8	Basketball Netball Football Tag Rugby	Football Fitness Tennis Tag Rugby	Lacrosse Badminton Handball Hockey Tag Rugby	Tennis Hockey Gymnastics Fitness Handball	Athletics Cricket Tennis	Tennis Rounders Cricket
9	Lacrosse Handball Basketball	Fitness Tag Rugby Netball	Football Badminton Hockey	Tennis Hockey Tag Rugby Gymnastics Handball	Athletics Cricket Tennis	Tennis Rounders Cricket

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Performing Arts - Dance Curriculum Map 2024-2025

Key Stage 3 – *All students taught on a carousel of each Performing Arts discipline for two half-terms per academic year*

Year	Dance carousel focus- half term 1	Dance carousel focus- half term 2
7	**An introduction to Dance** ▪ An introduction to the key skills used in Dance- action, space, dynamics & relationships ▪ Students will learn teacher repertoire and create their own ideas ▪ Students will gain a clear understanding of these skills and how to use them to create dance ▪ Students will learn to work in a range of groups and with new people ▪ Students will learn how to self and peer assess whilst being able to give constructive and supportive feedback to their peers	**Historical & Cultural Dance** ▪ Introduction to a range of dance styles including; Charleston, African dance, Carnival dance, Bollywood, Capoeira etc. ▪ Students will learn teacher repertoire ▪ Students will develop movement through the use of action, space, dynamics and relationships- the fundamentals of creating dance ▪ Students will work in a range of group sizes and workshop different dance styles each lesson ▪ Homework will include costume, lighting and staging design, research and exposure to dance
8	**Professional works** ▪ Introduction to 3 contrasting professional works. These include; The Nutcracker, Swansong, A Linha Curva. ▪ These professional works expose students to different styles of dance and choreographers currently working in the industry. ▪ Skills learnt throughout this unit will cross over with Drama and Music, for example characterisation, identity and rhythm ▪ Students will work in different group sizes and will be encouraged to create their own choreography using skills learnt last year	**Introduction to a stimulus in Dance** ▪ Students will gain a clear understanding of what a stimulus is and how we use these in dance. ▪ They should be inspired by a range of stimuli and use these to effectively create choreography in groups. ▪ Students will be introduced to visual, kinaesthetic and auditory stimuli's ▪ The students are expected to use their prior knowledge of Actions, Space, Dynamics and Relationships to create choreography in a range of group sizes.
9	**Choreography using a theme** ▪ Students will look at a range of different themes including Manipulation, Power, Trapped, Equality etc. ▪ Students will be encouraged to create choreography using the theme as inspiration	**Urban Dance & Parkour** ▪ Students will be introduced to a key style of Dance; this being Urban ▪ We will look at how Urban dance can be used in many different ways but focus in on how it encourages dancers to express themselves ▪ We will also cover the theme of Freedom and link this to Parkour

	- This will retrieve prior knowledge from year 8 with a focus on action, space, dynamics and relationships and the knowledge of how to create movement from a stimuli - Using the choreographic and creative skills learnt throughout Year 7 & 8, students are expected to put these into practice to create interesting and original choreography	- We will look at the physical discipline of Parkour and how this links to Safe Practice in dance - Students will create choreography through teacher led movement, choreographic videos and key practical workshops - Students will be expected to create a piece of choreography with a focus on Urban Dance and Parkour, self-assessing and peer assessing throughout the unit

Performing Arts - Drama Curriculum Map 2024-2025

Key Stage 3 – *All students taught on a carousel of each Performing Arts discipline for two half-terms per academic year*

Year	Drama term 1	Drama term 2
7	**Frankenstein** ▪ History and Context ▪ Baseline assessment	**Refugee Boy** Scripted ▪ Issue based drama
8	**Frantic Assembly** ▪ The Curious Incident of the Dog in the night-time Physical Theatre	**Elizabethan Theatre** ▪ Stage Combat ▪ Gender roles in Shakespeare's plays ▪ Stage makeup
9	**Stan, Brecht & Artaud** ▪ Introduction to Drama Practitioners	**The Paper Birds** ▪ Devising ▪ Verbatim Theatre
Notes		

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Performing Arts - Music Curriculum Map 2024-2025

Key Stage 3

	Half term 1	Half term 2
Year 7	**Voiceworks** Performance ▪ Exploring Vocal textures & learning to sing as a group. ▪ Exploring the elements of music	**Rhythm & Pulse** Composition ▪ Exploring Rhythms and Musical Notation ▪ Rhythmic devices ▪ Elements of Music
Year 8	**African Music** Composition ▪ Exploring History and Content ▪ Rhythmic Devices ▪ Elements of Music	**Blues Music:** Performance ▪ Exploring History and Content ▪ Chords & Basslines ▪ Elements of Music ▪ Improvisation
Year 9	**Hooks & Riffs** Performance ▪ Exploring Hooks & Riffs ▪ Developing Keyboard Skills ▪ Melody ▪ Bass lines ▪ Chords	**Film Music** Composition ▪ Exploring History and Content ▪ Development of Melody ▪ Bass line & Chords ▪ Structures ▪ Instrumentation
Notes	**Listening** Composition/Performance ▪ Listening Activities will be embedded in all musical lessons. Students will be questioned on: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm, Technology/ Tempo	

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Religious Studies Curriculum Map 2024-2025

Key Stage 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	**Introduction to Religion: Part 1** • Introduction to RS • Understandings of God • Religious Books • Places of worship	**Introduction to Religion: Part 2** • Forms of worship • Pilgrimage • Life after Death • Religious Leaders	**Christian beliefs and practices: Part 1** • The Trinity • Jesus • The Bible • The Gospels • The Sacraments	**Christian beliefs and practices: Part 2** • The 10 Commandments • Christmas • Easter • The Resurrection • Denominations	**Jewish beliefs and practices: Part 1** • Abraham • Moses • Exodus • Passover • The Torah	**Jewish beliefs and practices: Part 2** • Orthodox and Reform Judaism • Shabbat • Kosher • Synagogue
Year 8	**Hindu beliefs and practices: Part 1** • Beginnings of Hinduism • Creation stories • Moksha • Trimurti • Puja	**Hindu beliefs and practices: Part 2** • Ahimsa and Ghandi • The Caste System • The River Ganges • Holy Books	**Buddhist beliefs and practices: Part 1** • Siddhartha Gautama • Dharma • The Noble Eightfold Path • Samsara and Nirvana • The Five Precepts	**Buddhist beliefs and practices: Part 2** • Meditation and worship • Holy books • Realms of the universe • Monasticism • The Dalai Lama	**Sikh beliefs and practices: Part 1** • Beginnings of Sikhism • Gurus • The Khalsa • 5 K's and significance • Sikhism and protest	**Sikh beliefs and practices: part 2** • The Gurdwara • The Langar • Sewa • Role of women • Pilgrimage
Year 9	**World Religions: Part 1** • Zoroastrianism • Rastafarianism • Mormonism • Shinto • Taoism • Jainism	**World Religions: Part 2** • Ba'hai • Sufi • Paganism • Scientology • Satanism • Humanism	**Islamic beliefs and practices: Part 1** • Beginning of Islam • Mohammed • The 5 Pillars • The 4 Authorities • The Qur'an	**Islamic beliefs and practices: part 2** • Jihad • Hajj • Sunni & Shia • Women in Islam • Islam and Charity	**The Application of Faith: Part 1**	**The Application of Faith: Part 2**

Spanish Curriculum Map 2024-2025

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	**Ghost** Greetings and introductions **(Proun: ll)** Numbers 1-15 'Tengo' for age Dates/birthdays numbers 15-31 **(Pron: J)** Alphabet – phonics intro **(H, ñ, g)** 'La Hispanidad' – Diversity in the Spanish speaking world/problematizing the 'discovery' of the Americas	**Tener** Classrom language Verb 'Tener' whole paradigm used with Siblings Classroom objects Pets Negatives (no) *Revise age* **(Pron: r/rr)** Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement with colours Navidad en España	**Ser** Verb 'Ser' whole paradigm used for personal description (sing and plural) Me gusta/No me gusta Possessive pronouns Family members *Revision of Adj agreement* *Verb tener used to describe hair and eyes* **(Pron J)** Adjective agreement continued. Quantifiers Hispanic culture	**Bailar y escuchar** Regular present tense AR Hobbies verbs 1st person then whole paradigm Adverbs of frequency Basic conjunctions Additional opinions + verb Adjectives for describing activities *Revise Adjective agreement* **Revise (pron H)** El tango/el flamenco u otro baile hispano	**Jugar y Hacer** Sports (jugar/hacer) **(Pron: j/g/H)** Me gusta(n) Weather Si + weather + present tense Comparatives más/menos *Revise regular present tense AR verbs* *Adjective agreement Conjunctions Adverbs of frequency Quantifiers* 'El clásico'	**Repaso EOY Evaluation** Las Islas Canarias **Carlitos film project** *Revision of 3rd person description.* *AR verbs* *Opinions as part of a film review.*
8	**Vivir** Describing homes Introduction to 'IR' verb 'Vivir' (Whole paradigm) 'es/está' Types of house Rooms in house 'Hay' **(Proun: H/V)** Places in town and description of towns 'Hay/Tiene/Es' 'Ir' whole paradigm 'Para' **(Pron: Ca/Ciu)** El país Vaso	**Estudiar** School subjects **(Pron: Ge/Gr/ and revision of others)** Further opinions Time Comparatives 'tan … como' *Revise numbers, opinions, AR/IR present tense verbs Comparatives with más/menos* Schools in Spain similarities and differences.	**Comer y beber** Introduction to ER verbs Food (comer/beber) **(Pron: Que/qui)** Transactional language for use in restaurants Expressions with 'Tener' *Revision of justified opinions and adjective agreement, me gusta(n), present tense AR verbs, conjunctions and adverbs of frequency.* Gastronomy in Spain	**Ir** Irregular verb 'Ir' full paradigm. Countries Transport (Ir + prepositions) **(Pron: V)** Holiday activity verbs Accommodation Extended holiday description Introduction to near future tense. *Revision of AR/ER/IR regular verbs, justified opinions.*	**Pasado** Introduction to preterite tense (ir) Introduction regular preterite tense verbs, focus on I and we forms. **(Intonation: é/í)** *Revision of near future tense, description, adjective agreement)* Mayan civilisation/ Guatemala	**Repaso EOY Evaluation** 'Encanto' project Narration (Tense concordance) and film reviews Mexican/Colombian Culture and the day of the dead

9	**Generación Digital** *Revision of regular present tense verbs (AR/IR/ER)* *Revision of telling time/number* *Revision of giving and justifying opinion* Verb 'tocar' first person across various tenses. *(Revision of preterite and taste of other forms to be taught later)* Mejor/peor **(Pron: J/H/G)** Musical Programmes in Spain/South America	**Adictos a la moda** Clothes Verb 'llevar' in present (whole paradigm) and then first person across various tenses **(pron ll + intonation on verb endings)** *Revision of single and plural nouns, adjectives and agreement, present tense* Transactional vocabulary for shopping New year's resolutions. *Revision of near future and preterite tenses.*	**Yo y mi mundo** Daily routine (Reflexive verbs) *Revision of telling time, question formation, frequency and sequencing adverbs* *Revision of ending for regular ER present tense verbs and 'Ir'* *Relationships (Non-physical reflexive verbs)* Comparative routines in different Hispanic countries. **(Pron: J/H/RR/ñ/ll/Qui)**	**Quiero ser** *Revision of verb 'ser'* Jobs in masculine and feminine forms *Revision of justified 1ˢᵗ and 3ʳᵈ person opinions and adjective agreement* Verb combinations with 'Ser' *Revision of comparatives* Introduction to the conditional 'Si ganara la lotería' Impersonal verbs 'me precupa(n)' Environmental/global vocabulary **Pron : J/H/Qui/Que/gui/gue**	**De paseo por el mundo hispano** Texan culture (Present tense radical changing verbs) **(Pron: Qui/que)** Comparing Madrid and Barcelona **(Pron: H)** Mexico (irregular past participles) j/x spelling debate, colonialism 'Taster' intros to Imperfect/perfect and conditional tenses (I forms) Cuba Conditional tense **(Pron: Intonation of ía endings, C/G and vowel combinations)**	**Repaso** **EOY** **Evaluation** Guinea Ecuatorial Geographical and statistical language. **(Review of all pron)** **Zipe and Zape film project**. *Revision of describing people, describing schools, describing clothes, opinions and comparatives.*