

RAYNES

PARK HIGH SCHOOL

KS3 CURRICULUM INFORMATION
2023-2024

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;

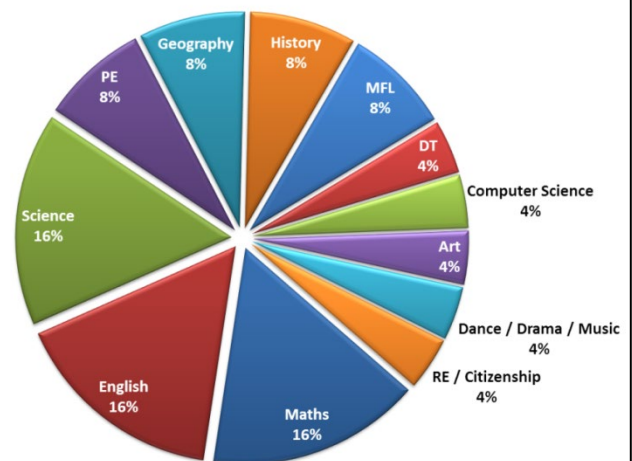
- The academic profile of the cohort
- Changes to DfE policy
- Amendments to specifications / methods of assessment by examination boards

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
Learning 4 Life (RE / Citizenship & PSHE)	1	60
Totals	25	1500

Curriculum Time Distribution - Key Stage 3 (Yrs 7 to 9)



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 E KARADAL	ACTING HEAD OF YEAR 8	ekaradal@raynespark.merton.sch.uk
MR M HEARNE	HEAD OF YEAR 9	mhearne@raynespark.merton.sch.uk
MR J MC INERNEY	ACTING HEAD OF YEAR 10	jmcinerney@raynespark.merton.sch.uk
MR G ARNOT	DEPUTY HEAD OF YEAR 7	garnot@raynespark.merton.sch.uk
MR T AYRE	DEPUTY HEAD OF YEAR 8	tayre@raynespark.merton.sch.uk
MS S CROSSFIELD	DEPUTY HEAD OF YEAR 9	scrossfield@raynespark.merton.sch.uk

YEAR 7 TUTOR TEAM		
7AA	MR A AHMED	aahmed@raynespark.merton.sch.uk
7CW	MS C WOLLASTON	cwollaston@raynespark.merton.sch.uk
7DS	MR D SIMPSON	dsimpson@raynespark.merton.sch.uk
7JC	MR J CAHILL	jcahill@raynespark.merton.sch.uk
7KP	MS K POLLARD	kmeaden@raynespark.merton.sch.uk
7PN	MS P NERY	pnerly@raynespark.merton.sch.uk
7SM	MS S MAJOKA	smajoka@raynespark.merton.sch.uk

YEAR 8 TUTOR TEAM		
8AJ	MS A-M JORDAN	ajordan@raynespark.merton.sch.uk
8BD	MS B DAVIS	bdavis@raynespark.merton.sch.uk
8BS	MS B SMITH	bsmith1@raynespark.merton.sch.uk
8CB	MS C BLACK	cblack@raynespark.merton.sch.uk
8CC	MS C CARR	ccarr@raynespark.merton.sch.uk
8MH	MR M CASEY	mcasey@raynespark.merton.sch.uk
8SH	MS S HOOD/MS V POWNALL	shood@raynespark.merton.sch.uk vpownall@raynespark.merton.sch.uk

YEAR 9 TUTOR TEAM		
9AB	MS A BENHAM/MS L BUTLER	abenham@raynespark.merton.sch.uk lbutler@raynespark.merton.sch.uk
9AL	MS A LEON	aleon@raynespark.merton.sch.uk
9CM	MS C MC COURT	cmccourt@raynespark.merton.sch.uk
9JM	MR J SIM	jsim@raynespark.merton.sch.uk
9JS	MR J SANDERSON	jsanderson@raynespark.merton.sch.uk
9MB	MR M BISHOP	mbishop@raynespark.merton.sch.uk
9MO	MS M O'BRIEN	mobrien@raynespark.merton.sch.uk

HEADS OF DEPARTMENT		
MS I AGUILAR	SPANISH	iaguilar@raynespark.merton.sch.uk
MR A BAINES	MEDIA	abaines@raynespark.merton.sch.uk
MS H BEST	HISTORY & RE	hbest@raynespark.merton.sch.uk
MS M BOWES	SCIENCE	mbowes@raynespark.merton.sch.uk
MR J CAHILL	TRAVEL & TOURISM	jcahill@raynespark.merton.sch.uk

MR G COLLMAN	HUMANITIES/GEOGRAPHY	gcollman@raynespark.merton.sch.uk
MS B DAVIS	PERFORMING ARTS	bdavis@raynespark.merton.sch.uk
MR R HARRIS	ART & DESIGN	rharris@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 M O'BRIEN	RSHC + C	mobrien@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
MS B SMITH	ART	bsmith@raynespark.merton.sch.uk
MR J TOMBS	MATHS	jtombes@raynespark.merton.sch.uk

English Curriculum Maps 2023-2024

Key Stage 3

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

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

Maths Curriculum Maps 2023-2024

Key Stage 3

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

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> Transition Sequences Understanding and using algebraic notation 	<ul style="list-style-type: none"> Equality and equivalence Place value and ordering integers and decimals <p>Vaccine Week</p>	<ul style="list-style-type: none"> Fraction, decimal and percentage equivalence 	<ul style="list-style-type: none"> Solving problems with addition and subtraction <p>Social Justice Week</p>	<ul style="list-style-type: none"> Solving problems with multiplication and division Fractions & Percentages of amounts 	<ul style="list-style-type: none"> Four operations with directed number Addition and subtraction of fractions <p>Crime & Mystery Week</p>
8	<ul style="list-style-type: none"> Ratio and scale Multiplicative change Multiplying and dividing fractions 	<ul style="list-style-type: none"> Working in the Cartesian plane Tables and probability <p>Hygiene Week</p>	<ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices 	<ul style="list-style-type: none"> Fractions and percentages Number sense <p>Create & Design Week</p>	<ul style="list-style-type: none"> Construction and measuring Area of trapezia and circles 	<ul style="list-style-type: none"> Line symmetry and reflection Data Handling Measures location & dispersion <p>Languages week</p>
9	<ul style="list-style-type: none"> Forming & Solving Equations Three dimensional shapes (SA & Vol) 	<ul style="list-style-type: none"> Numbers (HCF & LCM) Using Percentages Money Deduction <p>Enterprise Week</p>	<ul style="list-style-type: none"> Pythagoras Ratio & Proportion 	<ul style="list-style-type: none"> Rates Probability Algebraic representations <p>Brain Week</p>	<ul style="list-style-type: none"> Standard form Transformations Straight line graphs Three dimensional shapes (Plans & Nets) 	<ul style="list-style-type: none"> Construction Enlargement & Similarity <p>Renaissance Week</p>

Science Curriculum Maps 2023-2024

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> ▪ Transition Content ▪ Forces ▪ Organisms 	<ul style="list-style-type: none"> ▪ Energy ▪ Matter 	<ul style="list-style-type: none"> ▪ Ecosystems ▪ Earth 	<ul style="list-style-type: none"> ▪ Electromagnets ▪ Genes 	<ul style="list-style-type: none"> ▪ Reactions 	<ul style="list-style-type: none"> ▪ Waves ▪ Revision for end of year exams ▪ Practical Skills
8	<ul style="list-style-type: none"> ▪ Science Skills Review ▪ Ecosystems: ▪ Earth: climate and earth's resources ▪ Electromagnets: magnetism and electromagnets 	<ul style="list-style-type: none"> ▪ Genes: evolution and inheritance ▪ Matter: elements and the periodic table 	<ul style="list-style-type: none"> ▪ Organisms: breathing and digestion ▪ Energy: work and heating and cooling 	<ul style="list-style-type: none"> ▪ Forces: contact forces and pressure ▪ Ecosystems: respiration and photosynthesis 	<ul style="list-style-type: none"> ▪ Reactions ▪ Waves: wave effects and wave properties 	<ul style="list-style-type: none"> ▪ Reactions: types of reaction and chemical energy ▪ Revision for end of year exams ▪ Practical Skills
9	<ul style="list-style-type: none"> ▪ Ecology: adaptations, interdependence and competition, organising an ecosystem and biodiversity and ecosystems 	<ul style="list-style-type: none"> ▪ Earth's atmosphere ▪ Earth's resources 	<ul style="list-style-type: none"> ▪ Conservation and dissipation of energy ▪ Energy transfer by heating 	<ul style="list-style-type: none"> ▪ Diseases: communicable diseases, noncommunicable diseases and preventing and treating diseases 	<ul style="list-style-type: none"> ▪ Atomic structure and the periodic table 	<ul style="list-style-type: none"> ▪ Energy resources ▪ Molecules and matter ▪ Revision for end of year exams ▪ Practical Skills

Art Curriculum Map 2023-2024

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<p>Transition Project: Ghost (2 weeks) A transition project that focuses on the book students read over the summer holiday</p> <ul style="list-style-type: none"> Introduction to the formal elements. Designing a Ghost book cover using the formal elements. 	<p>Sweet Treats <i>Documenting through drawing in the colourful world of Sarah Graham</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Watercolour – wet-on-wet, wet-on-dry, layering. Acrylic Paint – blending, layering, mark-making. <p><u>Theory</u></p> <ul style="list-style-type: none"> Colour theory The formal elements <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Wayne Thiebaud 	<p>Insects <i>Developing Drawing techniques in a variety of mediums to capture the natural form of insects</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Oil Pastel – blending, layering, and solid fill. Compressed charcoal – Creating tone and texture with laying. <p><u>Theory</u></p> <ul style="list-style-type: none"> Symmetry Natural form Reflection <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Kelly Standford 	<p>Abstract Art <i>Understanding what abstract art is and applying a mood to artwork through mark-making and the formal elements</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Acrylic paint – create visual and physical texture using tools and found materials. Watercolour – gradient, pigmented. <p><u>Theory</u></p> <ul style="list-style-type: none"> Composition Abstract, Semi-abstract, Realistic Mood Expressive art <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Frank Bowling Wassily Kandinsky 	<p>Abstract Art <i>Creating original 2D and 3D abstract compositions</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Clay – pinching, coiling and slab building. Acrylic paint, applying paint to a three-dimensional surface, collaborative painting. <p><u>Theory</u></p> <ul style="list-style-type: none"> Collaboration Form <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Henry Moore 	<p>Cultural art <i>Exploring Egyptian and aboriginal artwork</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Acrylic paint – pointillism. Block printing ink – polyprinting. <p><u>Theory</u></p> <ul style="list-style-type: none"> Repetition Emphasis Unity <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Kate Watkins Geoffrey Bardon
	<p>Sweet Treats <i>Documenting through drawing in the colourful world of Sarah Graham.</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Graphite – layering, hatching, cross-hatching, blending, mark-making. Colour pencil – layering, hatching, cross hatching, blending. <p>Mark-making</p> <p><u>Theory</u></p>					

	<ul style="list-style-type: none"> Proportion Perspective The formal elements <ul style="list-style-type: none"> Artist Link Sarah Graham 					
8	<p>Cubism <i>Introduction to art movements, focusing on re-creating cubist artworks</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Graphite – layering, directional pencil strokes blending. Colour pencil – layering, directional pencil strokes blending. <p><u>Theory</u></p> <ul style="list-style-type: none"> Art Movements Perspective Abstraction Design principals Observational art <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Pablo Picasso 	<p>Cubism <i>Creating original 2D and 3D cubist compositions</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Paper – collage, paper manipulation, sculpture Watercolour – layering, wet on wet, dry-on dry. Fineliner, line detail <p><u>Theory</u></p> <ul style="list-style-type: none"> Art Movements Construction The design principals <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Tilen Ti 	<p>Fauvism <i>Exploring a range of fauvist techniques in different mediums</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Oil Pastel – mark-making, sgraffito, stippling, hard-pressure blending, soft pressure blending Block-printing ink – block printing <p><u>Theory</u></p> <ul style="list-style-type: none"> Complementary colours Unity and Harmony <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Henri Matisse 	<p>Architecture <i>Exploring architectural structure through drawing and experimental sculpture.</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Vine charcoal – expressive drawing, en plain air Structural objects/Found objects – experimental sculpture. Ink – Expressive ink drawing <p><u>Theory</u></p> <ul style="list-style-type: none"> One and Two point perspective Gestural art En plain air <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Sunga Park 	<p>Under the sea <i>Taking inspiration from under the sea to create inventive clay sculptures.</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Clay - slab, coil, tile, incised, applied, 3D techniques Glaze/Acrylic Paint/Slip – adding colour to a clay surface. <p><u>Theory</u></p> <ul style="list-style-type: none"> Form Clay technique <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Mary O'Malley 	<p>Under the sea <i>Taking inspiration from under the sea to create original compositions.</i></p> <p><u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> Biro – Hatching, cross hatching, expressive mark-making Soft pastel – side, end, rolling, blending, cross-hatching. <p><u>Theory</u></p> <ul style="list-style-type: none"> Expressive art <p><u>Artist Link</u></p> <ul style="list-style-type: none"> Sushanik Karapetyan

<p>9</p>	<p>Mexican Day of the Dead <i>Understanding Mexican day of the dead, and documenting key objects through drawing and collage.</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Graphite – layering, hatching, cross-hatching, blending, mark-making. ▪ Coloured paper – collage <p><u>Theory</u></p> <ul style="list-style-type: none"> ▪ Mexican day of the dead traditions. <p><u>Artist link</u></p> <ul style="list-style-type: none"> ▪ Gerard van der Gucht 	<p>Mexican Day of the Dead <i>Create original compositions in three-dimensional and mixed media</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Clay – three-dimensional clay techniques ▪ Paper/Drawing material – collage, mixed media <p><u>Theory</u></p> <ul style="list-style-type: none"> ▪ Composition ▪ Contrast and Emphasis <p><u>Artist Link</u></p> <ul style="list-style-type: none"> ▪ Mary Delany 	<p>Street Art <i>Creating original artworks inspired by Banksy</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Paper/Acetate – stencil ▪ Spraypaint – Layering, blending, distance control. <p><u>Theory</u></p> <p>Social justice Ethics Composition Design Principals</p> <p><u>Artist Link</u></p> <ul style="list-style-type: none"> ▪ Banksy 	<p>Street Art <i>Creating original artworks inspired by Banksy</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Watercolour – Wet-on-wet, wet-on-dry, layering <p><u>Theory</u></p> <ul style="list-style-type: none"> ▪ Scale ▪ Identity <p><u>Artist Link</u></p>	<p>Futurism <i>Developing understanding of how to create movement in artwork in the style of the futurists</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Tracing paper – layered drawing ▪ Block-printing ink – mono-printing <p><u>Theory</u></p> <ul style="list-style-type: none"> ▪ Industrialisation ▪ Movement <p><u>Artist Link</u></p> <p>Giocomo Balla</p>	<p>Natural Form <i>Capturing natural form in a range of mediums</i> <u>Mediums and Techniques</u></p> <ul style="list-style-type: none"> ▪ Clay – three-dimensional techniques ▪ Colour pencil – hatching, blending, colour mixing ▪ Oil Pastel – hard and soft pressure blending, mark-making ▪ Ink and Water, Bleeding <p><u>Theory</u></p> <ul style="list-style-type: none"> ▪ Understanding of natural form <p><u>Artist Link</u></p>
-----------------	--	--	--	---	---	--

Design & Technology Curriculum Maps 2023 - 2024

Key Stage 3

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

9	<p>Steady Hand Game</p> <p>Design Sketching CAD (Photoshop)</p> <p>Make Wooden joint CAD template</p> <p>Knowledge Computer-aided Design Target Market Design Development</p>	<p>Steady Hand Game</p> <p>Design Sketching CAD (Photoshop)</p> <p>Make Steady hand model</p> <p>Knowledge Computer-aided Design Target Market Design Developmen</p>	<p>Steady Hand Game</p> <p>Design Sketching CAD (Photoshop)</p> <p>Make Steady hand model Internal electronic circuit</p> <p>Knowledge Computer-aided Design Target Market Design Development Understand electric systems</p>	<p>Food</p> <p>Make A range of KS3 Food dishes</p> <p>Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines</p>	<p>Food</p> <p>Make A range of KS3 Food dishes</p> <p>Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines</p>	<p>Food</p> <p>Make A range of KS3 Food dishes</p> <p>Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines</p>
---	---	--	---	--	--	--

French Curriculum Maps 2023-2024

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<p>Ghost Greetings and introductions Numbers 1-15 'J'ai' for age Dates/birthdays numbers 15-31 French speaking regions Alphabet – phonics intro Sounds (e-er-é, -i, Silent Last Letter)</p>	<p>Avoir Verb 'Avoir' whole paradigm Family members Pets Classroom objects Introduction to adjective agreement through colours Singular and plural nouns Basic connectives <i>Revision of age</i> Sounds (oi, -ien, è)</p>	<p>Etre Describing family and animals Possessive pronouns Quantifiers Further connectives Introduction to opinions. Masculine and feminine nouns, adjective agreement. <i>Revision of 'avoir' to describe eyes and hair.</i> Sounds (-eu, -an)</p>	<p>Porter Present tense of ER verbs (porter) Negatives Opinion verbs + infinitive Je voudrais + noun/infinitive <i>Revise sounds (e-er-é)</i> Sounds (au, u – û)</p>	<p>Jouer + faire Sports Jouer and faire <i>Revision of ER verbs</i> Adverbs of frequency Faire + weather Si + weather + present tense <i>Revision of opinions and adjective agreement.</i> Sounds (-tion, -ent)</p>	<p>Revision EOY Evaluation Belle et Sebastian film project <i>Revision of 3rd person description.</i> Opinions as part of a film review.</p>
8	<p>Aller Il y a/Il n'y a pas de + places Verb aller whole paradigm. <i>Revision of weather</i> <i>Revision of opinion + verb</i> <i>Revision of sounds (-oi -o - ô - au – eau,</i> Sounds (-oi, eu-oe-oeu,-an-am-en-em)</p>	<p>Au collège Introduction to near future tense School subjects <i>Revision of description and il y a/il n'y a pas de</i> <i>Revision of description (describing teachers)</i> <i>Revision of justified opinions (describing school subjects)</i> <i>Revision of numbers</i> <i>Revision of sounds (-ch, -o - ô - au – eau,-q-qu) (ai, a-à-â, -an, -ien)</i> <i>Revision of regular ER verbs/faire to discuss extra curricular activities.</i> Sounds (-gn)</p>	<p>Ma routine Further opinions Time Reflexive verbs Comparatives using plus/moins Helping others <u>Francophone Africa</u> Sounds (-oi, eu-oe-oeu,-an-am-en-em)</p>	<p>Les pays Describing countries Asking questions Ideal holidays Je voudrais + infinitive In (countries) : en/au/aux/à <i>Revision of 'Aller'</i> <i>Revision of near future tense</i> Sounds (-gn)</p>	<p>Le monde des médias TV, music, film and reading genres and preferences Introduction to the perfect tense with 'Aller' Opinions in the past 'C'était ...' <i>Revision of near future tense</i> Sounds (-ion) <i>Revision of sounds (-u,-ou, qu-)</i></p>	<p>Revision EOY Evaluation Film project : Une Vie de Chat Narration (Tense concordance) and film reviews</p>

<p>9</p>	<p>La nourriture Food and drink Partitive articles Ordering in a restaurant – <i>revision of je voudrais</i> Expressions using avoir (J’ai faim/soif) <i>Revision of opinions and adjective agreement</i> <i>Revision of perfect tense what I ate or drank yesterday</i> Revision of sounds (-e-er- é,-ai, -oi)</p>	<p>En pleine forme! Healthy eating and lifestyles Resolutions – <i>revision of near future tense</i> Introduction to imperfect tense – past habits</p>	<p>Un métier, un rêve ! Jobs and qualities needed Ideal jobs and ambitions – <i>revision of je voudrais</i> Part time jobs Success and failure Masculine and feminine forms of jobs Sounds revision (eu-oe- oeu)</p>	<p>Autour du monde The perfect tense with avoir <i>Revision of perfect tense with aller (Je suis allé)</i> Future holiday – <i>revision of near future tense</i> 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)</p>	<p>Change to types of accommodation and making bookings on holiday Types of home Rooms in house <i>Revision of Il y a</i> Activities in rooms - <i>revision of present tense</i> Describing bedrooms Describing ideal homes Prepositions Si clauses + imperfect tense and conditional <i>Revision of sounds (gn,- in - im - ain - aim - ein - eim - yn – ym,-ien,- ç - c+ e/i/y)</i></p>	<p>Revision EOY Evaluation Senegal and Martinique Geographical and statistical language Film project : Le Petit Nicolas <i>Revision of describing people, describing clothes, opinions and comparatives.</i></p>
----------	---	---	---	---	---	---

Geography Curriculum Maps 2023-2024

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> Map Skills Grid references Symbols Distance Height 	<ul style="list-style-type: none"> The Local Area Location Transport Places of interest Potential for improvement 	<ul style="list-style-type: none"> River Processes and features Characteristics over 3 stages Potential for tourism and settlement 	<ul style="list-style-type: none"> London/Regeneration Comparing 2 boroughs The need for regeneration Impacts of regeneration 	<ul style="list-style-type: none"> Africa/Kenya/ Kibera Physical and Human features Contrasts in Nairobi Mitigating poverty 	<ul style="list-style-type: none"> Food/Fair Trade What we eat and where it comes from Imported products Evaluating Fair Trade
8	<ul style="list-style-type: none"> Ecosystems/Climate Change Food webs Biomes Hot Desert and Tropical Rainforest studies Causes and effects of Climate Change 	<ul style="list-style-type: none"> Population/Migration Population change Causes and effects of Migration Examples in North America and Europe 	<ul style="list-style-type: none"> Extreme Weather Flooding in the UK (causes, effects and responses) Tropical Storms (causes, effects, responses) 	<ul style="list-style-type: none"> Coastal Processes and Features Erosion, Transportation, Deposition and resultant features Purpose and effectiveness of coastal management in the UK 	<ul style="list-style-type: none"> Globalisation Definitions and examples Evaluation of impacts 	<ul style="list-style-type: none"> Tourism Growth of the industry Impacts on a LIC (Thailand) Impacts on an extreme environment (Antarctica)
9	<ul style="list-style-type: none"> Italy Mapping Climate Tourism Regional contrasts 	<ul style="list-style-type: none"> Conflict Nature and extent of global conflict Causes and effects of conflict The role of Geographical factors 	<ul style="list-style-type: none"> Tectonics/Japan Plate tectonic theory Volcanoes (Hawaii) Earthquakes and Tsunamis (Japan) 	<ul style="list-style-type: none"> Development/China Measurement Global contrasts Development and inequality in China 	<ul style="list-style-type: none"> Brazil Characteristics and features Causes and consequences of urban growth (Rio de Janeiro) 	<ul style="list-style-type: none"> The UK Locating physical and human features Population

KS3 History Curriculum Map 2023-2024

Key Stage 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	<ul style="list-style-type: none"> ▪ Transition topic (Ghost) ▪ Anglo-Saxon England ▪ The Norman Conquest 	<ul style="list-style-type: none"> ▪ Norman England ▪ Medieval Life in villages and cities ▪ Medieval religious faith 	<ul style="list-style-type: none"> ▪ Medieval Islamic civilisations ▪ The Crusades 	<ul style="list-style-type: none"> ▪ Challenges faced by Medieval rules ▪ Mathilda, Stephen and the Anarchy ▪ Eleanor of Aquitaine ▪ King John 	<ul style="list-style-type: none"> ▪ The Black Death – causes, events, consequences and long-term impact on society ▪ The Peasants Revolt – causes, events, consequences and the long term impact on society 	Thematic Study – study of migration to UK <ul style="list-style-type: none"> ▪ Celts ▪ Romans ▪ Angles, Saxons, Jutes ▪ Vikings
Year 8	The Tudors – religious change and its impact on England <ul style="list-style-type: none"> ▪ Henry VIII and break from Rome ▪ Edward VI ▪ Mary I ▪ Elizabeth I 	<ul style="list-style-type: none"> ▪ The Stuarts – the Gunpowder Plot ▪ The English Civil War ▪ The Interregnum ▪ The Restoration 	<ul style="list-style-type: none"> ▪ Pre-colonial African Kingdoms (Mali, Songhay, Benin and Asante) ▪ The Transatlantic slave trade 	<ul style="list-style-type: none"> ▪ The Abolition of the slave trade – Holy Trinity Church in Clapham ▪ Long-term impacts of the trade ▪ Modern slavery 	<ul style="list-style-type: none"> • The British Empire ▪ How it began ▪ What it was like ▪ How it ended ▪ Focus on impact and interpretations 	<ul style="list-style-type: none"> ▪ Industrial Britain ▪ The Agricultural revolution ▪ The Industrial revolution ▪ Health in cities ▪ Crime and policing in cities

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9</p>	<ul style="list-style-type: none"> ▪ Democracy in the 18th century ▪ The fight for women's suffrage 	<ul style="list-style-type: none"> ▪ WW1 ▪ Causes ▪ Events ▪ Consequences 	<ul style="list-style-type: none"> ▪ WW2 ▪ Causes ▪ Events ▪ Consequences ▪ Life in Nazi Germany 	<ul style="list-style-type: none"> ▪ The Holocaust ▪ Tracing anti-Semitism through history ▪ Early-modern Jewish communities ▪ The Holocaust – causes, events, consequences 	<ul style="list-style-type: none"> ▪ The Cold War ▪ Causes ▪ Main events ▪ How it ended ▪ Consequences ▪ United Europe ▪ Divide Britain (Brexit) 	<ul style="list-style-type: none"> ▪ Modern Britain ▪ Key changes to life from 1950-2000s ▪ How much has life changed from 1901-present?
---	--	---	---	---	---	---

ICT/Computer Science

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<p>School Project (Ghost)</p> <ul style="list-style-type: none"> 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 <p>E-safety & Formatting</p> <ul style="list-style-type: none"> Health and Wellbeing and how to be a modelled citizen including equality and diversity Create a presentation and jingles on staying safe online 	<p>Python Programming (Stings, Print, Variables, Selection & Turtle)</p> <ul style="list-style-type: none"> (Problem-solving skills/ creative thinker skill) Write several programs to solve various problems. This will be done using Pi-Top 4 and the electronic kit (e.g. Build a traffic light system). 		<p>Spreadsheet Modelling</p> <ul style="list-style-type: none"> Create several models in SS 	<p>Small Basic</p> <p>Write several programs in another language and produce drawings using codes.</p> <ul style="list-style-type: none"> Making decision Repeating Graphics Turtle Graphics Subroutines Arrays 	<p>Scratch Programming</p>

<p style="text-align: center;">8</p>	<p>Functional Skills File Management</p> <p>Spreadsheet modelling – students will understand computer models, creating a financial model, what-if scenarios, conditional formatting and validation and macros and charts</p> <p>Non-ICT Lesson Binary data Representation</p> <p>Carry out calculations and understand how computers interpret information</p>	<p>E-safety & Formatting Health and Well-being and how to be a modelled citizen</p> <p>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. Including equality and diversity</p> <p>Non-ICT Lesson Review of commonly use social media applications terms and condition. Benefits and drawback to organisations and individuals</p> <p>Create storyboard</p> <p>Flowchart Algorithms to create various instructions in everyday situations</p> <p>Python Programming (Stings, Print, variables, Selection and Turtle)</p>	<p>Python Programming cont., (Stings, Print, variables, Selection & Turtle)</p>	<p>HTML & CSS Web Design & Programming</p> <p>Use web development software to create a website on input, output and storage devices.</p>	<p>Cyber Security</p> <p>This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks.</p> <p>The learners will start by considering the value of their data to organisations and what they might use it for.</p> <p>They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data.</p> <p>The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks</p>	<p>Computational Thinking</p> <p>Solve various problem problems using abstraction, decomposition, pattern recognition, algorithms</p>
---	--	--	--	--	---	--

9	<p>Functional Skills</p> <ul style="list-style-type: none"> ▪ File Management ▪ Email etiquette ▪ Spreadsheet ▪ How to submit work on teams? <p>Non-ICT Lesson Data Representation & Computer (intermediate)</p>	<p>E-safety & Formatting Health and Well-being and how to be a modelled citizen</p> <p>Create a newsletter on staying safe online. Also, incorporating antibullying. Also equality and diversity.</p>	<p>Mobile Phone Applications</p> <ul style="list-style-type: none"> ▪ Create mobile app for phone using appshed 	<p>Intermediate - Python Programming (Stings, Print, variables, Selection & Turtle)</p>	<p>HTML, Advanced CSS & JavaScript</p> <ul style="list-style-type: none"> ▪ Create an online radio station with web development software 	<p>Game maker</p> <ul style="list-style-type: none"> • Create a maze and platform game (Advance level)
----------	--	--	---	--	--	--

KS3 PE Curriculum Maps 2023-2024

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

Performing Arts Curriculum Map 2023-2024

Key Stage 3

Year	Music term 1	Music term 2	Drama term 1	Drama term 2	Dance term 1 & 2
7	Voicework Performance/Composition <ul style="list-style-type: none"> Exploring Vocal textures & learning to sing as a group. Exploring Pitch Treble Clef 	Rhythm & Pulse <ul style="list-style-type: none"> Exploring rhythms and musical notation Rhythmic devices Elements of music 	Frankenstein <ul style="list-style-type: none"> History and Context Baseline assessment 	Refugee Boy Singing <ul style="list-style-type: none"> World music and traditional folk songs 	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	African Music <ul style="list-style-type: none"> Composition/ Performance Exploring History and Content Rhythmic Devices Elements of Music 	Blues Music <ul style="list-style-type: none"> Performance/Composition Exploring History and Content Chords Elements of Music Improvisation 	Stan, Brecht & Artaud <ul style="list-style-type: none"> Introduction to Drama practitioners 	The Curious Incident of the Dog in the Night-Time <ul style="list-style-type: none"> Physical Theatre 	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

<p>9</p>	<p>Samba Music</p> <ul style="list-style-type: none"> ▪ Composition/Performance ▪ Exploring History and Content ▪ Samba Instruments ▪ Exploring rhythms and melodies of Samba music. 	<p>Pop Music</p> <p>Composition/Performance</p> <ul style="list-style-type: none"> ▪ Exploring History and Content ▪ Development of a pop song ▪ Bass line and chords formation ▪ Percussion ▪ Lyrics 	<p>Much Ado About Nothing</p> <ul style="list-style-type: none"> ▪ Elizabethan Theatre 	<p>The Paper Birds</p> <ul style="list-style-type: none"> ▪ Devising 	<p>Choreography using a theme</p> <p>Students will look at a range of different themes & stimuli including Manipulation, Black Lives Matter, Natural Disasters, Equality etc.</p> <p>Students will be encouraged to create choreography using the theme/stimulus as inspiration</p> <p>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</p>
<p>Notes</p>	<p>Listening</p> <p>Composition/Performance</p> <p>Listening Activities will be embedded in all musical lessons.</p> <p>Students will be questioned on: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm, Technology/ Tempo</p>				

KS3 RSHE+C Curriculum Maps 2023-2024

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<p>Our Society and citizenship Transition lesson 1-2 identity and being a RPHS citizen</p> <ul style="list-style-type: none"> Democracy and laws Rights and Responsibilities Voting and UK parliament Political Parties 	<p>Healthy Relationships (part 1)</p> <ul style="list-style-type: none"> Recognising unhealthy relationships Healthy friendships Domestic abuse/violence Unwanted attention (including online) Drugs & Alcohol 	<p>World Religions</p> <ul style="list-style-type: none"> Christian beliefs Christian practices Islamic beliefs Islamic practices Jewish beliefs Jewish practices 	<p>Diversity</p> <ul style="list-style-type: none"> Identity and respecting others Understanding diversity in our school Prejudice Bullying Hate crimes Protected characteristics 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> Keeping a balanced diet Consequences of an unhealthy lifestyle Personal hygiene and puberty Smoking and vaping Drug Abuse 	<p>Finance and Budgeting</p> <ul style="list-style-type: none"> Money & currency Wants vs Needs Budgeting Credit & Debit Money Mindfulness Careers: What am I good at?
8	<p>Our Society – Politics and Citizenship</p> <ul style="list-style-type: none"> Respecting others and debating Political participation and protest MPS and elections The role of the monarchy Public institutions and spending Current affairs 	<p>Relationships and Sex Education (part 1)</p> <ul style="list-style-type: none"> Puberty Periods and period poverty Relationships Sex & Conception Contraception STI's 	<p>World Religions (part 2)</p> <ul style="list-style-type: none"> Religion and multicultural Britain (X2 lessons) Religion in a global context-religious (X2 lessons) Cults & religious leaders 	<p>Discrimination and Speaking Up</p> <ul style="list-style-type: none"> Racism Sexism Homophobia/Biphobia Transphobia Ableism Religion and Islamophobia 	<p>Mental Health</p> <ul style="list-style-type: none"> Anxiety and Depression Body Image Self confidence Stress Making choices Resilience 	<p>Respect and Careers</p> <ul style="list-style-type: none"> Respecting others How to disagree How to debate How to be different How to speak up Careers: Learning about Careers Career Planning

			<ul style="list-style-type: none"> ▪ Religion and multicultural Britain ▪ Religious fundamentalism 			
9	<p>Our Society – Law and Order</p> <ul style="list-style-type: none"> ▪ Courts, laws and the police (respecting authority) ▪ The Human Rights Act ▪ Hate Crimes and Discrimination ▪ Knife crime and county lines ▪ Gang Affiliation and exploitation ▪ Radicalisation & Extremism 	<p>Relationships and Sex Education (part 2)</p> <ul style="list-style-type: none"> ▪ Consent ▪ Sexual harassment ▪ FGM ▪ LGBT (sexuality) ▪ LGBT(gender identity) and relationships ▪ Media representations and Pornography 	<p>Beliefs, Religion and Philosophy</p> <ul style="list-style-type: none"> ▪ The after-life x2 ▪ Euthanasia x2 ▪ LGBT and religion x2 	<p>Relationships and Speaking Up</p> <ul style="list-style-type: none"> ▪ Family types ▪ Conflict ▪ Domestic abuse ▪ Forced marriage ▪ Friendships ▪ Break ups 	<p>Mental Health (part 2)</p> <ul style="list-style-type: none"> ▪ Self-harm ▪ Social Anxiety Disorders ▪ Eating Disorders ▪ Coping with grief ▪ Impact of suicide ▪ Online safety and cyberbullying 	<p>Careers and Next Steps</p> <ul style="list-style-type: none"> ▪ Careers research ▪ Writing a CV ▪ Post 16 choices ▪ GCSE options linking to career options ▪ Preparing for year 10
	<p>Year 7 Drop Down Days</p> <p>Period 1: Team Work and Tolerance</p> <p>Period 2: Hinduism</p> <p>Period 3: Sikhism</p> <p>Period 4: Buddhism</p> <p>Period 5: Equality, tolerance and diversity in Britain</p>			<p>Year 8 Drop Down Days</p> <p>Period 1: Eid</p> <p>Period 2: Christmas and Easter</p> <p>Period 3: Diwali</p> <p>Period 4: Hanukkah</p> <p>Period 5: Equality, tolerance and diversity in Britain</p>		

Spanish Curriculum Map 2023-2024

Key Stage 3

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

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