

RAYNES

PARK HIGH SCHOOL

YEAR 9 CURRICULUM INFORMATION
2021-22

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 in Year 9 will complete their GCSE Options this year 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

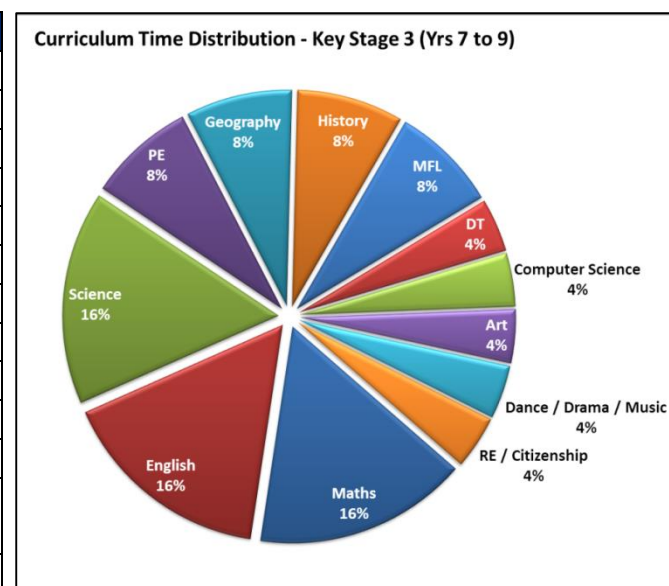
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- 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 |



The following pages of this curriculum booklet will give you a more detailed overview as to what Year 9 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://hegartymaths.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.

Year 9 Key Staff

| Pastoral Team | | |
|----------------|----------------|-------------------------------------|
| Mr M Malanaphy | Head of Year 9 | mmalanaphy@raynespark.merton.sch.uk |

| Tutor Team | | |
|-----------------------------|-----------|---|
| Ms H Best | 9HB Tutor | hbest@raynespark.merton.sch.uk |
| Mr G Collman | 9GC Tutor | gcollman@raynespark.merton.sch.uk |
| Mr R Harris | 9RH Tutor | rharris@raynespark.merton.sch.uk |
| Mr D Hatch | 9DH Tutor | dhatch@raynespark.merton.sch.uk |
| Ms J Leszczyk | 9JL Tutor | jleszczyk@raynespark.merton.sch.uk |
| Ms C Neale & Ms L Butler | 9CN Tutor | cneale@raynespark.merton.sch.uk lbutler@raynespark.merton.sch.uk |
| Mr N Smith | 9NS Tutor | nsmith@raynespark.merton.sch.uk |
| Ms C Walker | 9CW Tutor | cwalker@raynespark.merton.sch.uk |

| Heads of Department | | |
|---------------------|---|-------------------------------------|
| Mr R Harris | Head of Art and Design | rharris@raynespark.merton.sch.uk |
| Ms S Perrotta | Head of Art (Acting) | sperrotta@raynespark.merton.sch.uk |
| Ms M Bowes | Head of Biology | mbowes@raynespark.merton.sch.uk |
| Ms R Sandhu | Head of Business Studies | rsandhu@raynespark.merton.sch.uk |
| Ms C Grandilli | Head of Chemistry | cgrandilli@raynespark.merton.sch.uk |
| Mr D Jackson | Head of Computer Science | djackson@raynespark.merton.sch.uk |
| Mr R Burnett | Head of Drama | rburnett@raynespark.merton.sch.uk |
| Ms E Scott | Head of English | escott@raynespark.merton.sch.uk |
| Mr D Harris | Head of History | dharris@raynespark.merton.sch.uk |
| Mr G Collman | Head of Humanities/Geography | gcollman@raynespark.merton.sch.uk |
| Ms S Kuti | Head of Inclusion (Access Centre and SEND) | skuti@raynespark.merton.sch.uk |
| Mr J Tombs | Head of Maths | jtombs@raynespark.merton.sch.uk |
| Mr A Baines | Head of Media | abaines@raynespark.merton.sch.uk |
| Ms C Lorimer | Head of MFL | clorimer@raynespark.merton.sch.uk |
| Mr M Robinson | Head of Performing Arts/Music | mrobinson@raynespark.merton.sch.uk |
| Mr J Sanderson | Head of Physical Education | jsanderson@raynespark.merton.sch.uk |
| Mr R Jones | Head of Physics | rjones@raynespark.merton.sch.uk |
| Ms H Best | Head of RE | hbest@raynespark.merton.sch.uk |
| Ms K Burkin | Head of Science | kburkin@raynespark.merton.sch.uk |
| Ms R Pugh | Head of Social Sciences | rpugh@raynespark.merton.sch.uk |
| Mr J Cahill | Head of Travel & Tourism | jcahill@raynespark.merton.sch.uk |

English Curriculum Maps 2021-2022

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>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills | <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>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills | <p>Non-fiction: Travel and Adventure</p> <p>Exploring travel journalism and the perception of different cultures through Western eyes.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills | <p>Heritage: 19th Century Extracts</p> <p>Exploring the context of 19th century focusing on issues of poverty, class and gender.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills | <p>Shakespeare: An Introduction to Shakespeare</p> <p>Exploring the context of Shakespearean England focusing on ideas about power, class, gender & discrimination.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills and language skills | <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> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Comparative skills ▪ Literary methods and language skills |

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|---|---|---|---|---|---|--|
| 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>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills | <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>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills | <p>Non-Fiction Survival: Text Excerpts from the 20th and 21st Centuries</p> <p>Exploring a range of non-fiction extracts focusing on real-life issues in society.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills | <p>Heritage: Great Expectations</p> <p>Exploring the concept of ambition, crime and the true meaning of wealth.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills | <p>Shakespeare: Romeo and Juliet</p> <p>Exploring the meaning of love and relationships within a Shakespearean context.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills and language skills | <p>Poetry Across Time</p> <p>Exploring the cultures of the world through the poetic form, focusing on the rights and responsibilities of individuals in society.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills and language skills |
| 9 | <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>Heritage: Literature through time</p> <p>Exploring a range of literary texts starting with Aristotle and moving through to the modern day.</p> <p>Language Paper 2 skills:</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>Language Paper 2 skills:</p> | <p>Poetry: War and Conflict</p> <p>Exploring the poetic form and literary methods employed by poets within poems from the 19th century to the modern day thematically linked through war and conflict.</p> | <p>Shakespeare: 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.</p> | <p>Modern Literature: Lord of the Flies/Pigeon English/Anita and Me</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> |

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|--|---|--|---|---|--|---|
| | <p>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills | <ul style="list-style-type: none"> ▪ <i>Reading non-fiction texts for meaning</i> ▪ <i>Grammar and writers' methods</i> ▪ <i>Non-fiction writing skills</i> | <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills | <p>Literature Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study and language skills | <p>Literature Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ <i>Analytical techniques</i> ▪ <i>Essay writing skills</i> ▪ <i>Comparative skills through thematic study and language skills</i> | <p>Language Paper 1 skills:</p> <ul style="list-style-type: none"> ▪ Reading fiction texts for meaning ▪ Grammar and writers' methods ▪ Creative writing skills |
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Maths Curriculum Maps 2021-2022

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 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 Solving problems with addition and subtraction | <ul style="list-style-type: none"> Solving problems with addition and subtraction Solving problems with multiplication and division <p>Social Justice Week</p> | <ul style="list-style-type: none"> Solving problems with multiplication and division Four operations with directed number | <ul style="list-style-type: none"> Addition and subtraction of fractions <p>Crime & Mystery Week</p> |
| 8 | <ul style="list-style-type: none"> Addition and subtraction of fractions Ratio and scale | <ul style="list-style-type: none"> Multiplicative change Multiplying and dividing fractions <p>Hygiene Week</p> | <ul style="list-style-type: none"> Multiplying and dividing fractions Working in the Cartesian plane Tables and probability | <ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices <p>Create & Design Week</p> | <ul style="list-style-type: none"> Fractions and percentages Number sense Construction and measuring | <ul style="list-style-type: none"> Construction and measuring Area of trapezia and circles Line symmetry and reflection <p>Languages week</p> |
| 9* | <ul style="list-style-type: none"> Fractions Rounding Percentages Recipes Algebraic expressions Formulae Expanding brackets | <ul style="list-style-type: none"> Factorising Solving linear equations Best Buy Proportion Circles Volume Surface Area <p>Enterprise Week</p> | <ul style="list-style-type: none"> Angle Problems Pythagoras' Theorem Estimating HCF/LCM | <ul style="list-style-type: none"> Drawing graphs Inequalities Systematic listing Sequences Equation of a line Simultaneous Probability <p>Brain Week</p> | <ul style="list-style-type: none"> Reflections Rotations Translations Enlargements Similar Shapes Congruence Vectors Two way tables | <ul style="list-style-type: none"> Frequency polygons Averages Pie Charts Scatter graphs Loci Construction <p>Renaissance Week</p> |

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

Science Curriculum Map 2021- 2022

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|----------|--|---|---|---|--|---|
| 7 | Transition Content Introduction to Science skills <ul style="list-style-type: none"> Planning Analysing Identifying variables Graph work | Matter <ul style="list-style-type: none"> Physical and chemical properties Chemical changes Organisms <ul style="list-style-type: none"> Structures of the human body Reactions Reactions between metal, acid, oxygen and water. | Forces <ul style="list-style-type: none"> Balanced and unbalanced forces Speed Genes <ul style="list-style-type: none"> Inherited and environmental variation Electromagnets <ul style="list-style-type: none"> Electricity | Energy <ul style="list-style-type: none"> Energy changes between various stores Renewable and non-renewable energy resources Earth <ul style="list-style-type: none"> Structure of the earth The rock cycle The solar system | Waves <ul style="list-style-type: none"> Properties of waves Reflection and refraction Ecosystems <ul style="list-style-type: none"> Food chains Competition for survival | Revision for end of year exams and Practical Skills |
| 8 | Science Skills Review <ul style="list-style-type: none"> Provide evidence Carrying scientific investigations Matter <ul style="list-style-type: none"> Atomic structure The periodic table | Organisms <ul style="list-style-type: none"> Respiratory and digestive systems Electromagnets <ul style="list-style-type: none"> Magnetism Reactions <ul style="list-style-type: none"> Conservation of mass Energy changes | Forces <ul style="list-style-type: none"> Friction and drag Pressure in gases and liquids Genes <ul style="list-style-type: none"> Charles Darwin and natural selection Biodiversity | Energy <ul style="list-style-type: none"> Transfer of energy as work Conduction, convection and radiation Earth <ul style="list-style-type: none"> Earth's atmosphere Climate change | Waves <ul style="list-style-type: none"> Radiation Electromagnetic spectrum Ecosystems <ul style="list-style-type: none"> Aerobic and anaerobic respiration Photosynthesis | Revision for end of year exams and Practical Skills |
| 9 | Ecology <ul style="list-style-type: none"> Adaptations, interdependence and competition Atomic structure <ul style="list-style-type: none"> Particle model Conservation of energy <ul style="list-style-type: none"> Stores of energy | Ecology <ul style="list-style-type: none"> Organising an ecosystem Biodiversity and ecosystems The periodic table <ul style="list-style-type: none"> Groups 1, 7 and 0 Dissipation of energy <ul style="list-style-type: none"> Energy in devices | Cells & Organisation <ul style="list-style-type: none"> Cell structure Structure and bonding <ul style="list-style-type: none"> Ionic, covalent and metallic substances Energy transfer by heating <ul style="list-style-type: none"> Insulating materials | Disease & Bioenergetics <ul style="list-style-type: none"> Communicable diseases Non-communicable diseases Chemical calculations <ul style="list-style-type: none"> Relative masses and molar calculations Energy resources <ul style="list-style-type: none"> Generating electricity | Disease & Bioenergetics <ul style="list-style-type: none"> Preventing and treating disease The Earth's atmosphere <ul style="list-style-type: none"> Evolution of the atmosphere Pollution Molecules and Matter <ul style="list-style-type: none"> States of matter and changes of state | Revision for end of year exams and Practical Skills |

Art Curriculum Map 2021- 2022

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) <ul style="list-style-type: none"> ▪ Creating a 3-D trainer from paper. ▪ Developing ideas based on a narrative | Sweet Treats <ul style="list-style-type: none"> ▪ Colour theory ▪ Painting ▪ Wayne Thiebaud | Insects <ul style="list-style-type: none"> ▪ Observational drawing ▪ Drawing/ mark making in other media ▪ Ancient Art | Insects <ul style="list-style-type: none"> ▪ Pattern ▪ Press printing | Honey I Shrunk the Kids <ul style="list-style-type: none"> ▪ Photography ▪ Street art: Slinkachu ▪ Observational drawing | Honey I Shrunk the Kids <ul style="list-style-type: none"> ▪ Fauvism ▪ Colour theory ▪ Paint skills |
| | Sweet Treats <ul style="list-style-type: none"> ▪ Photography ▪ Learning how to draw 3-D shapes ▪ Observational drawing. | | | | | |
| 8 | Michael Craig Martin <ul style="list-style-type: none"> ▪ Observational drawing ▪ Developing ideas in the style of Michael Craig Martin. ▪ Understanding composition ▪ Developing ideas. | Michael Craig Martin <ul style="list-style-type: none"> ▪ Colour theory ▪ Large Scale painting | Picasso Faces <ul style="list-style-type: none"> ▪ Picasso and African art ▪ Abstracted faces ▪ Drawing techniques | Picasso Faces <ul style="list-style-type: none"> ▪ Developing design ideas ▪ Cardboard relief | Architecture <ul style="list-style-type: none"> ▪ Perspective drawing ▪ Brutalist Architecture | Architecture <ul style="list-style-type: none"> ▪ Working in 3-D |

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|----------|---|---|---|---|---|--|
| 9 | Protest Art <ul style="list-style-type: none"> ▪ Protest art ▪ Shepard Fairy ▪ Creating a piece of work that has a political message ▪ Stencil art | Evolve <ul style="list-style-type: none"> ▪ Camera settings. ▪ Manipulating photographs. ▪ Mono printing ▪ Pattern and composition | Mexican Day of the Dead <ul style="list-style-type: none"> ▪ Observational drawing ▪ Mexican culture ▪ Symbols and patterns | Mexican Day of the Dead <ul style="list-style-type: none"> ▪ Composition ▪ Colour theory ▪ Painting | Natural Forms <ul style="list-style-type: none"> ▪ Observational drawings ▪ Mark making ▪ Oil pastels | Natural Forms <ul style="list-style-type: none"> ▪ Kate Malone ▪ Ceramics |
|----------|---|---|---|---|---|--|

Dance Curriculum Maps 2021-22

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|------|-------------|-------------------------------|-------------|-------------------------------|-------------|-------------------------------|
| 7 | Ghost | Cartoon Capers/ Gladiators | Ghost | Cartoon Capers/ Gladiators | Ghost | Cartoon Capers/ Gladiators |
| 8 | Bollywood | African | Bollywood | African | Bollywood | African |
| 9 | African | Bollywood | African | Bollywood | African | Bollywood |

Drama Curriculum Maps 2021-2022

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|------|---|---|--|---|--|---|
| 7 | Ghost by Jason Reynolds Transition Grimm Tales Baseline assessment | Refugee Boy Contemporary theatre | Grimm Tales Baseline assessment | Refugee Boy Contemporary theatre | Grimm Tales Baseline assessment | Refugee Boy Contemporary theatre |
| 8 | The Masque of the Red Death Storytelling | A Midsummer Night's Dream Classical theatre | The Masque of the Red Death Storytelling | A Midsummer Night's Dream Classical theatre | The Masque of the Red Death Storytelling | A Midsummer Night's Dream Classical theatre |
| 9 | Antigone Ancient Greek theatre | The Riots Issue based devising | Antigone Ancient Greek theatre | The Riots Issue based devising | Antigone Ancient Greek theatre | The Riots Issue based devising |

Design & Technology Curriculum Maps 2020-2021

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 | Video Game Design 2-Point Perspective Isometric Drawing Sketching Detailed Drawing Make Paper modelling Knowledge The work of others Prototype development | Pop-up Card Design Concept Drawing/Sketching Make 3D card modelling Knowledge Ecological and social footprint Briefs & Specifications | Typography Design Sketching Annotation Make N/A Knowledge Computer-aided Manufacture Computer-aided Design | Personal Airline Theme Design Sketching Make 3D card modelling Knowledge Materials and their working properties Measuring Shapes Reading data | Healthy Eating Challenge Design Sketching Annotation Make Knife Skills Sauce Dough making Knowledge Food spoilage Weighing /Measuring Planning Diets Healthy eating |
| 8 | Cushion Design Sketching Make Heat Press Embellishment Knowledge Environmental, social and economic challenge Printing technics | Action Figure Design Sketching Make 2D card modelling Vacuum forming Knowledge Quality Control Shaping technics Packaging | Architecture Design Orthographic drawing Construction lines Make 3D card modelling Knowledge Forces and Stresses Selecting Materials Measuring Scale drawing | New Technologies Design Sketching Digital drawing Make N/A Knowledge New and emerging technologies Augmented reality Virtual reality | International Cuisines Design Sketching Annotation Make 3D card modelling Knowledge Selection ingredients Food choice Heath Nutritional needs | Burger Box Design Sketching Layout Typography Make 3D card modelling Knowledge Labelling Food spoilage Measuring |

| 9 | App Design | Trainer Project | Chair Design | Music Festival | Pizza Challenge | Science Behind Food |
|---|--|--|---|---|---|---|
| | Design Sketching Make N/A Knowledge Computer-aided Design Target Market Design Development | Design Rendering Shading tone Make 3D card modelling Knowledge Colour theory Packaging Product analysis | Design Sketching Assembly drawing Isometric Drawing Make 3D card modelling Laser cutting Knowledge Standard components Flat packs furniture Use of woods | Design Concept Drawing/Sketching Make N/A Knowledge Social Issues Product Sustainability | Design N/A Make Knife Skills Raining agents Sauce making Use of the cooker Knowledge Sources and origins Weighing/Measuring Nutrition Packaging | Design N/A Make Knife Skills Preparation fruit and vegetables Cooking methods Knowledge Food provenance Weighing/Measuring Micronutrients Macronutrients |

French Curriculum Maps 2021-2022

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|----------|---|---|---|---|--|---|
| 7 | 'Ghost'/ Tout sur moi Introduce yourself Describe yourself and others French speaking regions Nouns and articles The present tense of Avoir General introduction to sounds in French Activities to spot the silent letters at the end of words Sounds e-er-é | Mon monde perso Personality, Family, School subjects, friends Avoir and Être Adjective agreement Possessive adjectives Comparisons Connectives Sounds eu-oe-oeu,-oi, -on | Autour de moi School, home and animals Present tense of regular ER verbs Adjective agreement (colours) Noun plurals and adjectives Sounds –ai, -ch, a-à-â | À table Food Mealtimes Opinions Quantities Partitive adjectives Present tense manger/boire Negatives Pouvoir + infinitive Opinion verbs + infinitive Je voudrais + noun/infinitive Revise sounds e-er-é. Sounds ou - oû – où, u – û. | Mon quartier Describing a town Things to do in different places Directions Arranging to go out Il y a/Il n'y a pas de Prepositions Imperative Prepositions Voulour and pouvoir + infinitive Revise sound –oi. Sounds . o - ô - au – eau, i - î – y | Ça c'est mon truc Clothes Weather Weekend activities Present tense of regular er verbs Present tense of faire Reflexive verbs Possessive adjectives Activities to revise all sounds taught from the beginning of the year. |
| 8 | Destination vacances Holiday preferences Ideal holidays A past holiday The present tense of Choisir, finir, prendre The near future Je voudrais/Je aimerais + infinitive In (countries): en/au/aux/à The perfect tense with avoir | Bouger, c'est important Sports Parts of the body and injuries Jouer and faire Depuis + present tense Je voudrais/Je aimerais The perfect tense of aller Pouvoir +infinitive J'ai mal au/à al/à l'/aux Sounds –ch, - o - ô - au – eau,-q-qu. | Aux quatre coins du monde Where you live Daily routine Helping others Francophone Africa Comparisons using plus/moins The near future Reflexive verbs The perfect tense with avoir/etre Expressions using avoir: Faim/soif/peur | C'est quoi, la France? Describing countries Comparing France and Britain Present tense with er verbs Use of 'on' Comparatives and superlatives Perfect tense revision Ask questions 'Qui' to link sentences Sounds -ou - oû – où, -ç - c+ e/i/y,- ll after i - il | Le monde des médias TV, music, film and reading genres and preferences Direct object pronouns Faire +infinitive and rendre + adjective Ce que Opinions in the past Verb + infinitive structures Sounds –qu, -o not at end of word,on, -om | Accro à la technologie? Technology and leisure uses Social media Adjectives (agreement and position) Verb + preposition + infinitive Impersonal structures À + definitive article Revision of sounds taught so far |

| | The perfect tense of aller Sounds e-er-é,-ai, -gn | | Sounds -oi, eu-oe-oeu,-an-am-en-em | after vowel - ill after vowel | | |
|----------|---|---|---|---|---|--|
| 9 | Être ado, c'est quoi ? Relationships with parents Helping at home Pocket money Pressures faced by teenagers Pronouns me, te, se Modal verbs : Devoir, pouvoir and vouloir The imperative Imperfect tense Present and imperfect tenses Activities to spot the silent letters at the end of words Sounds -e-er-é,-ai, -oi | En pleine forme! Healthy eating and lifestyles Resolutions Impersonal structures Pronoun 'en' Perfect tense revision Expressions of quantity Future tense Sounds -on-om-o - ô - au - eau, o not at end of word | Rendez-vous Organising a party Describing festivals Near future On pourrait + infinitive Perfect tense with être Imperfect tense Vous form Past and present tense Sounds eu-oe-oeu, -a-à-â, -ou - où - où, -u - û | Autour du monde Travel and transport Buying tickets Plan a holiday Describe past holiday Ne ...jamais/ ni ... ni... Present tense of choisir and partir Correct tenses with 'si' and 'quand' Perfect and imperfect tenses Combination of tenses Sounds g+ e/i/y - j, g - gu +e/i/y, s between vowels - s/x before vowel, ll after i - il after vowel - ill after vowel | Chez moi, ça veut dire quoi ? Types of home Rooms in house Describing bedrooms Describing ideal homes Y Depuis + present tense Regular re verbs in the present tense Prepositions Si clauses + imperfect tense and conditional Sounds gn,- in - im - ain - aim - ein - eim - yn - ym,-ien,- ç - c+ e/i/y | Un métier, un rêve ! Jobs and qualities needed Ideal jobs and ambitions Part time jobs Success and failure Masculine and feminine forms of jobs Imperfect and conditional revision Use different tenses together Si clauses Quand with different tenses Sounds revision |

Geography Curriculum Map 2021-2022

Key Stage 3

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

History Curriculum Maps 2021-2022

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"> ▪ The Norman Conquest ▪ What was England like before the battle of Hastings? ▪ Why was England a battlefield in 1066? ▪ What have you learned? Causation ▪ How did William take control of England? ▪ What have you learned? Evidence | <ul style="list-style-type: none"> ▪ Religion in Medieval England ▪ Why was the church so important in people's lives? ▪ What have you learned? Evidence ▪ Why was the archbishop of Canterbury murdered? ▪ Did the church make everyone good? ▪ What have you learned? Analytical narrative | <ul style="list-style-type: none"> ▪ The problems of medieval monarchs ▪ What happened to England's medieval monarchs? ▪ How important were England's medieval queens? ▪ What have you learned? Interpretations ▪ How powerful were England's monarchs? ▪ What have you learned? Causation | <ul style="list-style-type: none"> ▪ The Crusades ▪ Why was Jerusalem worth dying for? ▪ What have you learned? Evidence ▪ Did the crusades change the Holy land? ▪ What have you learned? Change ▪ The problems of Medieval Monarchs ▪ What happened to England's medieval monarchs? ▪ How important were medical queens? ▪ What have you learned? Interpretations | <ul style="list-style-type: none"> ▪ The Black Death ▪ Was 1348 the end of the world? ▪ What have you learned? Evidence ▪ What was it like to live in the shadow of the Black death? ▪ What have you learned? ▪ Change? | <ul style="list-style-type: none"> ▪ Migration ▪ Who were the first English people? ▪ What have you learned? Chronology ▪ What drove people to migrate? ▪ How have migrants changed Britain? ▪ What have you learned? Interpretations |

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| 8 | <ul style="list-style-type: none"> ▪ The English Civil War ▪ Why did the English fight in 1642 ▪ What have you learned? Causation ▪ Why did the English kill the King? ▪ What have you learned ? Evidence | <ul style="list-style-type: none"> ▪ Changing ideas: 1660 to 1789 ▪ Why were kings back in fashion by 1660? ▪ What have you learned? Analytical narrative ▪ What made restoration London exciting? ▪ How modern was England by 1789? ▪ What have you learned? Change | <ul style="list-style-type: none"> ▪ The Slave Trade ▪ What was it like to be involved in the slave trade? ▪ What have you learned? Evidence ▪ Why was the slave trade abolished? ▪ The big history of slavery What have you learned? Interpretation | <ul style="list-style-type: none"> ▪ The British Empire ▪ How did the British Empire develop? ▪ What have you learned? Chronology ▪ Who benefited from the British Empire? ▪ What have you learned? Causation | <ul style="list-style-type: none"> ▪ The Industrial Revolution ▪ What was the Industrial Revolution? ▪ Would you have survived the Industrial Revolution? ▪ What have you learned? ▪ Did the Industrial Revolution bring progress and improvement? What have you learned? Continuity and change | <ul style="list-style-type: none"> ▪ The Industrial Revolution (part 2) ▪ The Great Hunger – the Irish Famine ▪ The death of Queen Victoria – what was the world like in 1901? Case study: the sinking of the Titanic What have you learned? Cause and consequence Continuity and change |
| 9 | <ul style="list-style-type: none"> ▪ Getting the vote ▪ How democratic was Britain in the 19th century? ▪ What's the truth about Victorian women? ▪ What have you learned? Making Inferences ▪ How did women get the vote? | <ul style="list-style-type: none"> ▪ The First World War ▪ Why did the First World War start in 1914? ▪ What have you learned ? Causation | <ul style="list-style-type: none"> ▪ Conflict in the 20th Century ▪ How did new ideas cause conflict? ▪ What were the main events of the Second World war? ▪ How do you fight a 'Cold war'? | <ul style="list-style-type: none"> ▪ The Holocaust ▪ To what extent were Jews persecuted before the Holocaust? ▪ What have you learned' Evidence | <ul style="list-style-type: none"> ▪ Change ▪ What's the best way to bring about change? ▪ What have you learned. Utility ▪ What's the best way to bring about change (2)? | <ul style="list-style-type: none"> ▪ Crime and punishment in Early modern Britain ▪ Crime and punishment in Britain C1000-17000 ▪ Crime and punishment and law enforcement |

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| | <ul style="list-style-type: none"> How much more democratic was Britain by 1930? What have you learned? Change | <ul style="list-style-type: none"> What was the First war like? What have you learned? Making Inferences | <ul style="list-style-type: none"> What have you learned? Analytical narrative How was the USA drawn into the Vietnam war? What caused conflict in the 20th century What have you learned? Consequences | <ul style="list-style-type: none"> How were the Nazis able to implement the 'Final solution'? What have you learned? Interpretations | <ul style="list-style-type: none"> What have you learned? Interpretation's Murder mystery: Who killed JFK? | in medieval England |
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ICT Curriculum Map 2021- 2022

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) <ul style="list-style-type: none"> Files handling 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. | Python Programming (Stings, Print, Variables, Selection & Turtle) (Problem-solving skills/ creative thinker skill) <ul style="list-style-type: none"> Write several programs to solve various problems | | Spreadsheet Modelling <ul style="list-style-type: none"> Create several models in SS | Small Basic Write several programs in another language and produce drawings using codes. <ul style="list-style-type: none"> Making decision Repeating Graphics Turtle Graphics Subroutines Arrays | Scratch Programming |
| 8 | Functional Skills <ul style="list-style-type: none"> File Management Create a poster in MS Publisher Spreadsheet | E-safety & Formatting Health and Well-being and how to be a modelled citizen <ul style="list-style-type: none"> Create a leaflet on staying safe online and the danger of | Python Programming cont., (Stings, Print, variables, Selection & Turtle) | HTML & CSS Web Design & Programming <ul style="list-style-type: none"> Use web development software to create a website on input, output | Game Maker <ul style="list-style-type: none"> Create various games using game maker software. This involves creating own sprites and | Computational Thinking <ul style="list-style-type: none"> Solve various problem problems using abstraction, decomposition, pattern |

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| | <ul style="list-style-type: none"> How to submit work on teams? <p>Non-ICT Lesson Binary Data Representation Carry out calculations and understand how computer interpret information</p> | <p>meeting people online. More emphasis on social media platform. Including equality and diversity</p> <p>Non-ICT Lesson Review of commonly use social media applications</p> <ul style="list-style-type: none"> terms and condition. Benefits and drawback to organisations and individuals Create storyboard <p>Flowchart Algorithms to create various instructions in everyday situations.</p> <p>Python Programming (Stings, Print, variables, Selection & Turtle)</p> | | and storage devices. | intermediate codes | recognition, algorithms |
| 9 | <p>Functional Skills</p> <ul style="list-style-type: none"> File Management Email etiquette Spreadsheet How to submit work on teams? | <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 anti-bullying. 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) |

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| | Non-ICT Lesson Data Representation & Computer (intermediate) | | | | | |
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L4L Curriculum Map 2021-22

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|----------|--|--|---|---|--|--|
| 7 | World Religions (part 1) <ul style="list-style-type: none"> Transition lessons (linked to Ghost) 6 main world religions Christianity beliefs & practices Islam beliefs & practices False preachers | Lifestyle choices <ul style="list-style-type: none"> Keeping a balanced diet Consequences of an unhealthy life Being active & exercise Food labels Energy drinks Personal Hygiene & puberty | Healthy Relationships (part 1) <ul style="list-style-type: none"> Recognising unhealthy relationships Love & control Domestic abuse/violence Unwanted attention Drugs & Alcohol | Finance & Budgeting <ul style="list-style-type: none"> Money & currency Wants vs Needs Budgeting Credit & Debit Money Mindfulness Careers | Our society - Democracy <ul style="list-style-type: none"> Meaning of democracy The government Voting Parliament & law making Political parties Councillors & MPs | Religious Festivals (part 1) <ul style="list-style-type: none"> Diwali Easter Eid Ganesh Hanuka |
| 8 | Respect (them & us) Careers <ul style="list-style-type: none"> Respecting others How to disagree How to debate How to be different How to speak up Careers | Relationship & Sex Education (part 1) <ul style="list-style-type: none"> Puberty Periods Relationships Sex & Conception Contraception Teen Pregnancy | Mental Health (part 1) <ul style="list-style-type: none"> Anxiety Body image Resilience Stress Self-esteem Self-confidence Making choices | Our society - Values <ul style="list-style-type: none"> British Values Citizenship Tolerance Monarchy Criminal justice system The Court system | World Religions (part 2) <ul style="list-style-type: none"> Buddhism Sikhism Cults & religious leaders Religious Festivals Religious Pilgrimage | Religious Festivals (part 2) <ul style="list-style-type: none"> Lent (Ash Wednesday) Paganism Pancake day The nativity Wesek |
| 9 | Our society - Crime & Punishment <ul style="list-style-type: none"> Young offenders Knife crime Acid attacks Anti-social behaviour Radicalisation & Extremism | Healthy Relationships (part 2) <ul style="list-style-type: none"> Family types Conflict Domestic abuse Forced marriage Friendships Break ups | Relationships & Sex Education (part 2) <ul style="list-style-type: none"> Consent FGM LGBT and relationships Media representations and Pornography Careers | Mental Health (part 2) <ul style="list-style-type: none"> Self harm Social Anxiety Eating disorders Coping with Grief Impact of Suicide | First Give <ul style="list-style-type: none"> First Give planning | First Give Careers <ul style="list-style-type: none"> First Give presentation |

Music Curriculum Maps 2021-2022

Key Stage 3 (Taught on a 1 term carousel for KS3)

| Year | Half term 1 | Half term 2 |
|------|---|--|
| 7 | <p>Find Your Voice: Singing Traditional Folk Songs</p> <p>In this first unit, students will build upon the ensemble skills developed at KS2 and apply these to singing pieces from different world folk music cultures.</p> <p>Students will focus on listening to different world music performances and gain an understanding of how pitch is notated in the treble clef as well as being able to explain the sections found in an SATB choir.</p> | <p>Class Orchestra: Baroque Music & The Great Composers</p> <p>In this performance unit, our students will build on all of the knowledge gained through year 7 to become a Classroom Orchestra. Learners will gain an understanding how different textural layers are added gradually to a baroque ground-bass piece and be able to perform them as part of a large ensemble.</p> <p>Students will focus on the development of the orchestral, developing the aural skills to recognise instruments within families when appraising Western Classical Music styles.</p> |
| 8 | <p>A Kind of Blue: The Development of Blues Music</p> <p>Students will explore the origins of Blues Music, understanding its wider historical context. Students will work on developing a whole class performance of a 12-bar blues piece in C major, developing keyboard skills to perform a chord pattern, walking bass line and improvisation using the blues scale.</p> <p>Students will focus on listening to traditional jazz and blues instrumentation, describing their roles with the ensemble.</p> | <p>Class Orchestra: Baroque Music & The Great Composers</p> <p>In this performance unit, our students will build on all of the knowledge gained through year 7 to become a Classroom Orchestra. Learners will gain an understanding how different textural layers are added gradually to a baroque ground-bass piece and be able to perform them as part of a large ensemble.</p> <p>Students will focus on the development of the orchestral, developing the aural skills to recognise instruments within families when appraising Western Classical Music styles.</p> |
| 9 | <p>A Kind of Blue: The Development of Blues Music</p> <p>Students will explore the origins of Blues Music, understanding its wider historical context. Students will work on developing a whole class performance of a 12-bar blues piece in C major, developing keyboard skills to perform a chord pattern, walking bass line and improvisation using the blues scale.</p> <p>Students will focus on listening to traditional jazz and blues instrumentation, describing their roles with the ensemble.</p> | <p>African Drumming: Traditional Djembe Ensemble</p> <p>Students will explore West African drumming and work towards a performance as a large djembe ensemble; learning rhythms and key features of this style of traditional music.</p> <p>Students will focus on listening to various rhythmic performances from different cultures, exploring similarities and differences between different World music styles.</p> |

PE Curriculum Maps 2021 - 22

Key Stage 3

| Year | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|------|-------------|---|-------------------------------|-------------------------|-----------------------|------------------------------------|
| 7 | Ghost | Principles of movement within physical activity Introduction to invasion games | Fitness/ Athletics Netball | Basketball Tag Rugby | Tennis Handball | Athletics Striking and fielding |
| 8 | Football | Tag Rugby Fitness/ Athletics | Athletics Basketball | Tennis Cricket | Volleyball Netball | Athletics Striking and fielding |
| 9 | Handball | Football Fitness/ Athletics | Rounders Tag Rugby | Cricket Volleyball | Tennis Netball | Athletics Striking and fielding |

Spanish Curriculum Map 2021-2022

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 (Pron: ll) Numbers 1-15 'Tengo' for age Classroom instructions Dates/birthdays numbers 15-31 (Pron: J) Alphabet – phonics intro (H, ñ, g) Nationality 'Soy de ...' 'La Hispanidad' – Celebrating diversity in the Spanish speaking world/problematising the 'discovery' of the Americas | Tener Classroom language Verb 'Tener' Family members: 'Tengo un hermano' 'Se llama' Age 'Tiene ... años' Classroom objects Pets (Pron: r/rr) Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement with colours Navidad en España | Ser Numbers 1-100 Mi/mis Family members and ages 1 st and 3 rd person description (sing and plural) Hair/eyes (Tener) Physical and character description (Ser) (Pron J) Adjective agreement continued. Adjectives of frequency Quantifiers Me gusta(n) | Mis pasatiempos Regular present tense AR Hobbies verbs 1 st person then whole paradigm Sports (jugar/hacer) (Pron: j/g) Justified opinions on verbs Weather Comparatives mas/menos Cultural input 'El clásico' | Mi Casa Describing homes 'Vivir' (Whole paradigm) 'es/está' Types of house Rooms in house 'Hay' (Pron: H) Describing bedroom (Prepositions of place) Ideal home (basic conditional) (Pron: intonation ía) Cultural input 'Las Islas Canarias' | Repaso EOY Zipe and Zape or Carlitos film project Revision of 3 rd person description. Opinions in film reviews |
| 8 | En mi ciudad Places in town and description of towns 'Hay/Tiene/Es' 'Ir' whole paradigm 'Para' (Pron: Ca/Ciu) Directions Near future tense Comparatives 'tan ... como' | Mi insti School subjects (Pron: Ge/Gr/ and revision of others) Further opinions Time School description Extra curricula activities Future plans Schools in Spain similarities and differences. | Dieta y salud Food (comer/beber) (Pron: Que/qui) Justified opinions Restaurants Healthy/Unhealthy eating Parts of the body (Doler) At the pharmacy Gastronomy of Spain | Las vacaciones Countries Transport (Ir + prepositions) (Pron: V) Holiday activity verbs Accommodation Extended holiday description | Fuimos a Guatemala Preterite tense (ir) Preterite tense (irregular verbs) (Intonation: é/ó) Future holiday plans (Near future) Mayan civilisation | Repaso EOY 'Coco' project Narration (Tense concordance) and film reviews Mexican Culture and the day of the dead |
| 9 | Generación Digital Vocabulary: Internet/social media/TV/Films/Cinema | Adictos a la moda Clothes Verb 'llevar' in present (whole paradigm) and | Yo y mi mundo Daily routine (Reflexive verbs) Revision of telling time, question formation, | De paseo por el mundo hispano Texan culture (Present tense radical changing verbs) | Machu Picchu Imperfect tense Cuba Planning dream trip across Latin America | Repaso EOY 'Race across the world' project. |

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| | <p>Revision of telling time/number</p> <p>Revision of giving and justifying opinion</p> <p>Music. Verb 'tocar' first person across various tenses. (Revision of preterite and taste of other forms to be taught later)</p> <p>Prefiero + a</p> <p>Mejor/peor</p> <p>(Pron: J/H/G)</p> <p>Musical Programmes in Spain/South America</p> | <p>then first person across various tenses</p> <p>(pron ll + intonation on verb endings)</p> <p>Revision of single and plural nouns, adjectives and agreement</p> <p>Cardinal and ordinal numbers</p> <p>Vocabulary: Shopping</p> | <p>frequency and sequencing adverbs</p> <p>Relationships (Non-physical reflexive verbs)</p> <p>Jobs (Quiero + ser + noun)</p> <p>(Pron: J/H/RR/ñ/ll/Qui)</p> <p>Global issues/ Simple Future tense</p> | <p>(Pron: Qui/que)</p> <p>Comparing Madrid and Barcelona (Perfect tense)</p> <p>(Pron: H)</p> <p>Mexico (irregular past participles)</p> | <p>Conditional tense</p> <p>(Pron: Intonation of ía endings, C/G and vowel combinations)</p> <p>Guinea Equatorial</p> <p>Geographical and statistical language</p> <p>(Review of pron)</p> | <p>Cultural context travel in different Latin America countries. Revision of studied topics clothes, conditional tense.</p> <p>Transactional language in preparation for GCSE</p> |
|--|--|---|--|--|--|---|