



CURRICULUM BOOKLET

Excellence Built Around Your Child

MOUNT HOUSE CURRICULUM

Mount House is an inclusive school and, in a family atmosphere, builds up each student's awareness of their own personal worth. The school's ethos and traditions are the driving force behind the curriculum, which is designed to promote an intrinsic love of learning.

At KS3, the school provides a broad and balanced curriculum. It strives to develop each individual to their full potential – valuing talents and responding to specific needs. In lessons, students are encouraged to develop independent thought and self-discipline and are provided with opportunities for self-expression and creativity. The world of 2025 will be very different from the world of today and so there is an emphasis on students' development of their competence in information and communication technology and its application to other areas of learning.

We offer a disciplined approach to learning, using a variety of teaching methods which address all learning needs, enabling pupils to develop their study skills. This includes the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise. Students are also encouraged to develop a positive attitude towards learning, including the ability to demonstrate initiative and independence, willingness to work in



collaboration and to develop their leadership skills and qualities.



The driving principles behind the curriculum are the values of the school: that pupils should become Adaptable, Supportive, Principled, Inquisitive, Resilient and Excellent in all respects. Mount House expects pupils to be the very best they can be. We are committed to provide the highest quality of education with a breadth and balance for all. This is reflected in the variety of subjects offered at KS3, KS4 and KS5 and our success at KS4 and KS5.

The curriculum supports continuity of learning between Key Stages and respective academic years. Our coordinated approach to learning ensures that study and teaching methods are tailored to a wide range of needs and interests and are based on appropriate levels of expectation and genuine challenge. Our students are with us for a seven-year journey through which we ensure relevance, continuity



and progression in learning. The curriculum is accessible and personalised. This means that we ensure that all pupils are engaged in their learning and are motivated and enabled to succeed.

MOUNT HOUSE SCHOOL

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EXAM
GCSE

BOARD
AQA

YEAR 7

MICHAELMAS	LENT & SUMMER
<p>THE FORMAL ELEMENTS Students will explore the formal elements: Line, tone, texture, pattern, form, colour. They will gain experience using 2D techniques and materials. The focus will be on developing drawing and painting skills working in response to a range of artists eg. Picasso and Rothko. We will also investigate work from other cultures eg. African Art. A baseline drawing assessment will provide a starting point with which to develop skills and confidence. All students will be given a sketchbook and a pack of art materials.</p>	<p>NATURAL FORMS Students will investigate a range of artists who have created art inspired by nature eg Karl Blossfeldt and Georgia O'Keefe. They will use a variety of media including photography, wire, and batik, developing different ways of recording their observations and ideas. Skills learnt in Term 1 will be reinforced.</p>

YEAR 8

MICHAELMAS	LENT & SUMMER
<p>PERSPECTIVE Students will learn technical skills using one point and two-point perspective and investigate atmospheric perspective. After studying other artists' work eg. Gustave Caillebotte, MC Escher, El Lissitzky and John Virtue, students will develop their own responses using a variety of drawing and painting media.</p>	<p>THE BUILT ENVIRONMENT Students will investigate patterns, textures and materials found in the built environment. They will develop 2D and 3D responses to variety of artists eg. The Boyle Family, Gaudi and Hundertwasser using materials such as photography, mixed media, textile printing and clay.</p>

YEAR 9

MICHAELMAS	LENT & SUMMER
<p>POP ART AND EVERYDAY OBJECTS Students respond to the work of the Pop Artists and develop their recording skills of different objects using a variety of drawing and painting media leading up to a final piece of work.</p>	<p>IDENTITY Students will extend their skills drawing portraits leading up to a final piece using mixed media, photography, and card construction. Artists studied will include Julian Opie, John Stezaker and Eduardo Paolozzi. Students will be encouraged to become more independent in their learning and the direction of their work, in preparation for GCSE Art and Design.</p>

YEAR 10

MICHAELMAS & LENT	SUMMER
<p>NATURAL FORMS Students use their observations of the natural world and investigations into artists' work to develop ideas for personal responses. A variety of media will be explored and drawing skills will be refined. The four Assessment Objectives will be covered in depth giving students a firm foundation on which to build as more individual work is created.</p>	<p>INDIVIDUAL THEME Students will be given a choice of starting points and will develop personal responses to a range of artists' work relating to their chosen theme. There will be an emphasis on independent research and the use of a wide range of appropriate media.</p>

YEAR 11

MICHAELMAS	LENT & SUMMER
<p>INDIVIDUAL THEME Students will continue to develop their ideas and will complete a final piece of work under exam conditions (10 hours) by the end of the term. They will submit this project along with the Natural Forms project for assessment. These two projects will constitute 60% of their final grade.</p>	<p>EXTERNALLY SET ASSIGNMENT The Exam board will release a list of starting points in early January from which the students will choose one. They will have 10 weeks to develop ideas from their observations and investigations into other artists using a variety of media. A final piece of work will be completed under exam conditions (10 hours). This project will constitute 40% of their final grade.</p>



YEAR 10

MICHAELMAS	LENT
<ul style="list-style-type: none"> • Enterprise and entrepreneurship: An Introduction and overview of small businesses. How and why are small businesses created? Overview of key features and the recognition that small businesses operate in all economic and geographical areas. • Spotting business opportunities: Understanding customer needs by identifying the needs of price, quality, choice and convenience. Market research including the purpose, methods and the use of data. • Putting a business idea into practice: Business survival including the importance of cash to a business. The concepts and calculation of Revenue, Costs, Profit and Losses. The understanding of Interest and Break-even concepts. Sources of finance for a start-up or established small business. 	<ul style="list-style-type: none"> • Making the business effective: The options for start-up small businesses: Understanding the Sole trader, Partnership, Private Limited Company business forms. The concept of limited and unlimited liability in business. Business location and the factors which influence and impact on location including the internet. The elements of Marketing Mix and importance of a Business Plan. • Understanding external influences on business: Who business stakeholders are including Shareholders, employees, customers, managers, suppliers, local community, pressure groups and the government, and their objectives. • Different types of technology used by business: e-commerce, Social media, Digital communication, Payment systems. • Legislation and business: The Principles of consumer law, product quality and consumer rights. The Principles of employment law related to recruitment, pay, discrimination, and health and safety.

SUMMER

<ul style="list-style-type: none"> • The economy and business: The impact of the economic climate on businesses: unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates. • The economy and business with a focus on importance of external influences on business: How do businesses respond to changes in technology, legislation and the economic climate. 	<ul style="list-style-type: none"> • Growing the business: Methods of business growth and their impact including Internal (organic) growth: new products (innovation, research and development), new markets. External (inorganic) growth through mergers and takeovers.
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YEAR 11

MICHAELMAS	LENT
<ul style="list-style-type: none"> • Sources of finance for growing and established businesses: Internal sources of finance including retained profit, the selling of assets. External sources of finance including loan capital, share capital including stock market flotation (public limited companies). • The impact of globalisation on businesses: Imports and Exports, changing business locations and the barriers to international trade. How do businesses compete internationally? • The impact of ethical and environmental considerations on businesses • How do ethical considerations influence business activity: possible trade-offs between ethics and profit. How do environmental considerations influence business activity and the potential impact of pressure group activity on the marketing mix. 	<ul style="list-style-type: none"> • Making marketing decisions: Understanding the product design mix, the product life cycle. Examining price strategies. Understanding promotion including finding appropriate promotion strategies for different market segments through advertising, sponsorship, product trials, special offers, and branding. Understanding place and the methods of product and service distribution through retailers and e-tailers. • Making product decisions: The understanding business operations, working with suppliers and managing product and service quality. • Making financial decisions: Examining the business concepts and calculation of Gross and Net profit. The Understanding of business performance through the use and interpretation of quantitative business data using information from graphs and charts. Finance games and practise using business data. • Making people decisions: Organisational structures, effective recruitment with a focus on different job roles and responsibilities. The effective training and development and the motivation of employees with emphasis on the importance of motivation in the workplace by attracting new employees, retaining employees and productivity.

SUMMER

Final exam preparation through revision and detailed exploration of exam skills.

YEAR 7

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Fact & Fiction • The Roman Empire & its Leaders • Roman Britain • The City of Rome 	<ul style="list-style-type: none"> • Roman Slavery • Education & the Law • Revision, Examination & Roman Dining 	<ul style="list-style-type: none"> • Roman Family Life • Roman Society • Roman Society

YEAR 8

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Greek Gods • Greek Sanctuaries 	<ul style="list-style-type: none"> • Greek Olympic Games • Revision & Examination 	<ul style="list-style-type: none"> • Greek Childhood & Education

YEAR 9

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Build-up to the Trojan War • The Trojan War 	<ul style="list-style-type: none"> • The Journey of Odysseus 	<ul style="list-style-type: none"> • Odysseus Returns Home

YEAR 10

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Greek Gods • The Universal Hero: Hercules • Religion and the City: Temples 	<ul style="list-style-type: none"> • Myth and the City: Foundation Stories • Festivals, Myth and Symbols of Power 	<ul style="list-style-type: none"> • Death and Burial, • Journey to the Underworld

YEAR 11

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Key Sites • Life in the Mycenaean Age • Decorative Arts • Tombs-Graves-Burial 	<ul style="list-style-type: none"> • <i>The Odyssey</i> 	<ul style="list-style-type: none"> • Revision



YEAR 7

MICHAELMAS	<p>E-SAFETY Students are taught how to keep themselves safe whilst using the internet and social media. They are taught how to keep their information private and how to spot and report potential dangers.</p>	<p>Computer Components Students will learn about the components that make a working PC to identify what they do, as well as how to upgrade a PC. This will help students understand how a PC works and what to look for when buying or upgrading a PC.</p> <p>Handling Data Students are taught how to construct a database as well as how to create, edit and manipulate data using a real-world example. This will help students to use databases within a business and be able to interrogate a database to find specific information.</p>
LENT	<p>MODELLING Students are taught how to create formulas and functions to help a business perform calculations. This helps students to create and edit spreadsheets for a real-world business in a variety of scenarios.</p>	<p>Sequencing & Flow Charts This topic teaches students about sequencing and flow charts; it includes all the terminology needed as well as the correct way to develop a flow chart using the correct symbols. It is a precursor to getting students used to the ideas of flow charts and sequencing prior to programming in Python.</p>
SUMMER	<p>PYTHON Students learn how to programme in Python's two basic modes: script and interactive. This introductory programming is the foundation for their advancement in Year 8.</p>	<p>Animation Students will be introduced to the world of animation and how animations are created. Students will be introduced to working with frames and frame rates.</p> <p>Computational Thinking and Problem Solving Students will learn how to apply the concepts of computational thinking to a range of different problem-solving puzzles.</p>

YEAR 8

MICHAELMAS PROGRAMMING IN A TEXT BASED APPLICATION	<p>PYTHON Students continue learning how to programme in Python, building on their foundation knowledge from Year 7 and creating functional programmes.</p>
LENT E-SAFETY, SECURITY AND DIGITAL FOOTPRINTS	<p>PRIVATE TODAY PUBLIC TOMORROW: Students will be able to ...</p> <ul style="list-style-type: none"> • Consider the possible benefits and risks of sharing information online. • Recognize the importance of context in posting or viewing online images. • Understand what choices they need to make to protect the privacy of others online <p>EXPLORE THE RISK AND CONSEQUENCES OF SHARING PERSONAL INFORMATION: Students will be able to ...</p> <ul style="list-style-type: none"> • Learn which information they should avoid sharing online because it is private. • Understand which kinds of websites have privacy policies, and why. • Practice checking websites they visit for privacy policies and privacy seals of approvals
SUMMER	<p>HTML AND WEBSITE DEVELOPMENT Students should be able to:</p> <ul style="list-style-type: none"> • Write HTML code to create a simple web page and display it in a browser • Write CSS to define the styles used in a web page • Create a simple navigation system using HTML • Use a design to create a template for a web page using HTML <p>COPYRIGHT AND PIRACY: Students will be able to ...</p> <ul style="list-style-type: none"> • Identify the legal and ethical considerations involved in using the creative work of others. • Understand an individual's rights and responsibilities as a creator and consumer of content. • Practice critical thinking and ethical decision making about the use of creative works. <p>THE REALITY OF DIGITAL DRAMA Students will be able to:</p> <ul style="list-style-type: none"> • Reflect on their own impressions of digital drama. • Compare underlying messages about drama on reality TV with "real world" digital drama among young teens. • Think critically about the gender stereotypes associated with drama. <p>• Create their own multi-page website • Insert text, images and links on their web pages</p> <p>PHOTOSHOP EDITING Students will be able to:</p> <ul style="list-style-type: none"> • Become adept in most of the tools available in Adobe Photoshop. • Edit photos to a high standard. • Identify manipulated photos. • Create unique images.

MICHAELMAS

PYTHON

Students will develop their Python programming skills from Key Stage 3 to a much higher level. Students

will be taught amongst other things how to use arrays, nested IF / ELSE statements, FOR & WHILE Loops, the use of variables and how to programme and debug independently.

LENT

SYSTEMS ARCHITECTURE

Students will develop an in-depth understanding of the CPU within the computer and how the internal components of the CPU control the instructions of the computer system. Students will also learn how embedded systems are used in everyday life and how they function in comparison to general purpose systems.

VPNS

Students will acquire an understanding of what VPNS are, where they are used and why.

WIFI AND WIRELESS NETWORKS

Students will look at Wifi and Wireless networks, how the technology works and why it is of such significance.

WIRED NETWORKS

Students will look at different types of networks including LANs and WANs, factors that affect the performance of a network, the differences between client-server and peer-to-peer networks and the hardware needed to create a network.

COMPUTER MEMORY

Students will be introduced to RAM, ROM, virtual and flash memory.

THE CLOUD

Students will learn what the cloud is and how it works. The major organisations and what they have to offer, together with the advantages and disadvantages of using The Cloud will be studied.

SUMMER

NETWORK TOPOLOGIES, PROTOCOLS AND LAYERS

Students will study different types of network topologies including star and mesh topologies, how Wi-Fi and Ethernet functions, IP addressing, MAC addressing, protocols and packet switching.

ENCRYPTION

Students will study Encryption and what it entails. They will grasp the significance of it and why it is necessary in order to protect individuals and organisations alike.

STORAGE

Students will look at different types of storage devices and will be able to recommend suitable devices for selected audiences. Students will also have to calculate storage requirements for a range of different storage types.

SYSTEM SECURITY

Students will study how to ensure a computer system is secure to prevent different forms of attack including malware, phishing, brute force attacks, denial of service attacks and data interception and theft.



YEAR 7

MICHAELMAS	LENT
<p>DARKWOOD MANOR We will explore genre, with a focus on the mystery surrounding <i>Darkwood Manor</i>, a gothic mansion, whose owner, desperate to sell, finds she is up against an identifiable opposition. The students are introduced to a range of skills, including narration, characterization, physical theatre and flashback, which they use to solve the mystery.</p> <p>MISSING This issue based unit called <i>Missing</i>, investigates the sudden disappearance of a student from school and the impact on his family and friends. It introduces the students to Teacher-in-Role and invites them to develop their own improvisational skills building upon the techniques they learned in the previous unit.</p>	<p>THE SILENT MOVIES We introduce the specific skills of mime, within a scheme called <i>Silent Movies</i>, based on the work of actor and film director, Charlie Chaplin. In addition to developing their skills in non-verbal communication, the students learn about the life of Charlie Chaplin and the themes he develops in his films, such as the plight of the "poor wretch".</p> <p>WORKING WITH SCRIPTS The students have the opportunity to read a play and develop a systematic approach to developing a role. It includes exploring the playwright's intentions, the themes, characters, language, monologue, dialogue and the structuring of the text.</p>
SUMMER	
<p>INTRODUCTION TO SHAKESPEARE This introduction to Shakespeare in Year 7 takes the form of a medley of scenes from both the comedies and tragedies. It will also include an exploration of the original theatre conditions of Shakespeare's day.</p>	

YEAR 8

MICHAELMAS	LENT
<p>STORY THEATRE The students develop a range of storytelling skills, including internal and external narration, physical theatre, characterization and a range of structuring techniques. These are embedded within a variety of story genres, such as myths, fairytales and multi-cultural stories.</p>	<p>RESPONDING TO STIMULI/DEVISING In preparation for GCSE, students are taught to devise their own pieces of drama based on a range of stimuli, such as poetry, visual images, music and objects. They are encouraged to blend a range of skills and are introduced to GCSE techniques such as cross-cutting to enable them structure their work imaginatively.</p>

YEAR 8 (CONTINUED)

MICHAELMAS	LENT
<p>THE STONES Based on a true story, <i>The Stones</i>, explores the issue of safety, responsibility and facing the consequences of our actions. A range of drama skills are developed and refined.</p>	<p>WORKING WITH SCRIPTS 2 The students will read a play and develop their understanding of how to work on a script, considering genre, characterization, use of dialogue, language, accent and verbal actions. They will also explore the use of space, the actor/audience relationship and physical action. Underlying the development of skills will be a consideration of the playwright's intended message.</p>
SUMMER	
<p>SHAKESPEARE The students will be introduced to a complete text, such as <i>The Tempest</i>, <i>A Midsummer Night's Dream</i> or <i>Macbeth</i>. They will develop their understanding of the language and apply a range of drama techniques to stage scenes from the text.</p>	

YEAR 9

MICHAELMAS	LENT
<p>THE HISTORY OF THEATRE In preparation for GCSE, the students are introduced to a history of Theatre from Ancient Greece to the present to see the way in which techniques have been applied through time. They also explore the way in which theatre architecture and staging has changed and influenced the actor/audience relationship, touching upon the influence of theatre practitioners. To prepare them for GCSE, they acquire knowledge of the professional theatre industry and key terminology.</p> <p>THEATRE OF PROTEST This considers the issues involved in and causes of protest, exploring historical movements such as the suffragettes, who have created change in social thinking. Other protests include <i>Fathers for Justice</i>, the LA riots and global warming. Themes and ideas are adapted to cover current affairs and students work imaginatively to devise pieces using a range of techniques. Working orally is a key skill developed within this scheme of work.</p>	<p>THE PRACTITIONERS As an important foundation for GCSE, the students explore the major theatre practitioners, including Stanislavski and Brecht and learn to apply their techniques within devised and scripted pieces.</p> <p>MONOLOGUES/DUOLOGUES The students work on monologue techniques and enhance their understanding of the actor/audience relationship, use of space, development of a physical life, characterization and action. They also work on duologues to develop their understanding of relationship and character interaction.</p>
SUMMER	
<p>WORKING WITH SCRIPTS 3 The students will work on either a modern or a Shakespeare text, further developing and applying a range of key drama skills to prepare them for GCSE.</p>	

YEAR 10

MICHAELMAS	LENT
<p>COMPONENT ONE: Understanding Drama This is preparation for the final written exam, which consists of three sections:</p> <p>A: tests their knowledge and understanding of key theatre terminology;</p> <p>B: contains four questions on a set text. The students are given an extract and respond to four questions working as a performer or designer;</p> <p>C: the students respond to one question in which they evaluate a single live theatre production.</p> <p>The exam, which lasts for 1 hour and 45 minutes accounts for 80 marks – 40% of the GCSE.</p> <p>During the first term, students read the set text and explore it practically, developing their understanding of the historical/cultural context, use of space, characterization, use of dialogue and structuring etc. They will also be introduced to and practise the style of exam questions.</p> <p>In preparation for Section C, they will learn to evaluate a live performance which they will see at the theatre or via digital theatre.</p>	<p>COMPONENT TWO: Devising Drama (Practical) This is a practical assessment in which the students will work in a group over several weeks to devise a piece of drama based on a specific stimulus. They are also expected to write a devising log as a reflection, analysis and evaluation of their practical work.</p> <p>This is assessed internally by their teacher and accounts for 10 marks – 40% of the GCSE. The practical accounts for 20 marks and the devising log 60 marks.</p> <ul style="list-style-type: none"> • First half-term: Students will participate in a series of short practical mock assessments before embarking on their final practical piece. They will also practice applying the techniques of a range of practitioners. • Second half-term: They will select the final stimulus, genre, style and practitioners' techniques that they want to apply and start to devise their actual piece.

SUMMER

During the summer term, their Unit Two devised piece will be performed and assessed.

YEAR 11

MICHAELMAS	LENT
<p>AUTUMN ONE The students will re-visit their Unit One text in preparation for their November exams. This will involve re-reading the play and exploring extracts practically in class.</p> <p>They will also see further live productions for Section C of the paper.</p> <p>AUTUMN TWO</p> <p>COMPONENT THREE: Texts in practice (practical) This is the final practical assessment, for which the students will perform two extracts from a play. Both extracts account for 20 marks each – 20% of the GCSE. This exam is externally assessed by a member of AQA.</p> <p>During the second half of the autumn term, students will start to select their exam pieces and become familiar with an effective rehearsal method.</p>	<ul style="list-style-type: none"> • First half-term: The students will rehearse for their Component Three practical exam, which will take place in April. • Second half-term: Following this practical exam, students will start their final preparations for their written exam in May.

SUMMER

During the summer term, their Unit Two devised piece will be performed and assessed.

YEAR 7

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> In the first unit students will study the prose text <i>Tom's Midnight Garden</i>. Comprehension and analytical skills will be a focus. The second unit <i>Tales from Times Past/Fairy Tales</i> will develop the students' creative writing skills. 	<ul style="list-style-type: none"> Poetry unit based on <i>The Dragon Book of Verse</i>. Students will also have the opportunity to write their own poems. In the second half of the term they will study Shakespeare's <i>The Tempest</i>. 	<ul style="list-style-type: none"> Students will read the prose text <i>Private Peaceful</i>. There will also be an additional focus on grammar skills. Media unit based on the short film <i>Up</i>. The <i>Independent Reading Project</i> gives students a chance to read their own choice of book within the framework of a wide range of tasks.

YEAR 8

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> Students will read <i>Great Expectations</i> by Charles Dickens. They will consider media representations as well as analysing and practising descriptive writing techniques. We will also consider the social and historical context of the novel. 	<ul style="list-style-type: none"> The <i>Romantic Poetry</i> unit will be studied in the first half of the term. Students will then focus on writing to create suspense by studying a selection of <i>Sherlock Holmes</i> short stories. 	<ul style="list-style-type: none"> The students will study Shakespeare's <i>A Midsummer Night's Dream</i>. The <i>Independent Reading Project</i> allows students to choose their own texts and tasks.

YEAR 9

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> The students will study Victorian ghost stories with a focus on <i>A Christmas Carol</i> by Charles Dickens. 	<ul style="list-style-type: none"> The prose text <i>Of Mice and Men</i> is used as the basis for a unit exploring the literature of different cultures. Students will then study Shakespeare's <i>Macbeth</i>. 	<ul style="list-style-type: none"> The <i>War Literature</i> unit explores prose extracts and poetry resulting from conflict. The students then move on to the unit on <i>Dystopian Fiction</i> which provides an introduction to the GCSE specification.

YEAR 10

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> Drama text <i>The Crucible</i> by Arthur Miller. Coursework portfolio or English Language. 	<ul style="list-style-type: none"> Coursework portfolio for English Language Poetry anthology <i>Songs of Ourselves</i>. 	<ul style="list-style-type: none"> <i>Songs of Ourselves</i>. Reading skills for English Language exam. Prose text <i>1984</i>.

YEAR 11

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> <i>1984</i> <i>Animal Farm</i> (Literature coursework) 	<ul style="list-style-type: none"> <i>Romeo and Juliet</i> (Literature coursework) Exam practice 	<ul style="list-style-type: none"> Revision and exam practice.



YEAR 7

MICHAELMAS

MODULE 1 : C'EST PERSO

- Alphabet
- Birthdays
- Numbers
- Colours
- Personal Belongings School bag /Stationery)
- Family
- Describing yourself and others
- Likes and dislikes

MODULE 2 : MON COLLÈGE

- School Subjects
- Giving Opinions and reasons
- Describing your timetable
- Using the 12 hour clock
- Describing your school day
- Talking about Food

LENT

MODULE 3 : MES PASSETEMPS

- Talking about computers and mobiles
- Talking about which sports you play
- Talking about other leisure activities
- Saying what you like doing
- Describing what other people do

MODULE 4 : MA ZONE

- Talking about your town, village
- Giving directions
- Asking someone to go somewhere
- Talking about where you go
- Saying what you can do in town

SUMMER

MODULE 5 : 3.....2.....1...PARTEZ!

- Talking about your holidays
- Talking about getting ready to go out
- Buying drinks and snacks
leisure activities
- Using higher numbers
- Talking about holiday plans
- Saying what you would like to do

MODULE 6 : CULTURAL PROJECT

- **La Poésie** – Students look at popular French Poets (Robert Desnos) and explore language through Poetry (Shape Poetry, Comparison poetry)
- **Les Peintures** – Students look at the art work of Matisse, Picasso and describe their paintings in French. Cultural awareness: Fauvist movement, Impressionism

YEAR 8

MICHAELMAS

MODULE 1 : T'ES BRANCHÉ ?

- Talking about television programmes
- Talking about films
- Talking about reading
- Talking about the Internet
- Talking about what you did yesterday evening
(Introduction to Past Tense)

MODULE 2 : PARIS, JE T'ADORE

- Saying what you did in Paris (Past Tense)
- Saying when you did things
- Understanding information about a tourist attraction
- Saying where you went and how (transport)
- Culture : The Louvre and the Mona Lisa (Qui a volé la Jaconde?)

YEAR 8 (CONTINUED)

LENT

MODULE 3 : MON IDENTITÉ

- Talking about personality
- Talking about relationships
- Talking about music
- Agreeing, disagreeing and giving reasons
- Talking about clothes and style
- Talking about your passions/likes
- Using the Past, Present and Future tenses

MODULE 4 : CHEZ MOI, CHEZ TOI

- Describing where you live
- Describing your home
- Using prepositions to say where things are
- Talking about meals
- Discussing what food to buy (il faut)
- Talking about a festival using 3 tenses

SUMMER

MODULE 5 : FESTIVALS

- Reinforce 3 Tenses: Past Present and Future through a cultural topic 'Les Festivals de la France'
- Cultural awareness – purpose and meanings of festivals – different types

- Buying food at a festival
- Following a French recipe for pancakes chocolate cake (video, animation or photo montage task)

YEAR 9

MICHAELMAS

MODULE 1 : MA VIE SOCIALE

- Talking about social media
- Giving your opinion about someone
- Arranging to go out
- Describing a date (Past Tense)
- Describing a music event
- Using 3 Tenses

MODULE 2 : BIEN DANS SA PEAU (HEALTH)

- Parts of the body
- Talking about sport
- Healthy eating (Future Tense)
- Making plans to get fit (Future Tense)
- Describing levels of fitness
- Using 3 Tenses

LENT

MODULE 3 : À L'HORIZON

- Describing jobs
- Masculine and Feminine Nouns
- Learning Languages and the use of this skill
- Saying what you used to do (Imperfect Tense)
- Discussing your Future and your Past
- Talking about your job
- Using different Tenses together

MODULE 4 : SPÉCIAL VACANCES

- Discussing holidays
- Asking Questions (Inversion)
- Imagining adventure Holidays (Conditional)
- Saying what you take with you on holiday
- Describing what happened on holiday
- Combining different Tenses

SUMMER

MODULE 5: MOI DANS LE MONDE

- Discussing what you are allowed to do
- Children's Rights (UNICEF)
- Explaining what's important to you
- Talking about things you buy (Fair Trade)
- Describing what makes you happy
- Using complex structures

YEAR 10

MICHAELMAS

**THEME: IDENTITY AND CULTURE
MODULE 1 : QUI SUIS-JE ?**

**Revision: Family, describing people
Revision : Places in town and activities**

- Talking about friends
- Talking about family relationships
- Making arrangements to go out
- Describing a night out with friends
- Talking about your life when you were younger
- Discussing role models

Tenses: Present, Future, Perfect, Imperfect

**THEME: IDENTITY AND CULTURE
MODULE 2 : LE TEMPS DE LOISIRS**

**Revision: Sport and music
Revision : Technology, films and TV**

- Talking about sport
- Talking about your life online
- Talking about books and reading
- Talking about Television programmes
- Talking about actors and films

Tenses: Present, Imperfect

LENT

**THEME: IDENTITY AND CULTURE
MODULE 1 : JOURS DE FÊTE**

**Revision: Food and Meals
Revision : Shopping for clothes**

- Describing your daily life
- Talking about food for special occasions
- Describing family celebrations
- Describing festivals and traditions
- Using different Tenses together

**THEME: LOCAL AREA/HOLIDAY/TRAVEL
MODULE 2 : DE LA VILLE À LA CAMPAGNE**

**Revision: Places in a town
Revision : Describing a town/directions**

- Describing a region
- Advantages and disadvantages of an area
- Discussing what to see and do
- Discussing plans and the weather
- Describing community projects
- Discussing how to improve your area

Tenses: Future , Past, Conditional

SUMMER

**THEME: LOCAL AREA/HOLIDAY/TRAVEL
MODULE 1 : LE GRAND LARGE**

**Revision: Holiday activities (Present Tense)
Revision : Talking about Holidays (Past/Present/Future)**

- Talking about an ideal holiday
- Booking and reviewing hotels
- Ordering in a restaurant
- Talking about travelling
- Buying Souvenirs
- Talking about holiday disasters

Tenses: Future , Past, Conditional

YEAR 11

MICHAELMAS

**THEME: SCHOOL
MODULE 1 : AU COLLÈGE**

- Revision: School subjects**
- Talking about your school
 - Comparing schools in UK/ Francophone countries
 - Discussing school rules
 - Making the most of school
 - Talking about a school exchange

Tenses: Present, Past, Future, Imperative

**THEME: FUTURE ASPIRATIONS/WORK
MODULE 2 : BON TRAVAIL !**

- Revision: Jobs and work preferences**
- Discussing career choices
 - Talking about plans, hopes, wishes
 - Discussing the importance of languages
 - Applying for jobs
 - Understanding others talking about jobs

Tenses: Present, Past , Future, Subjunctive

LENT

**THEME: INTERNATIONAL AND GLOBAL DIMENSION
MODULE 1 : UN OEIL SUR LE MONDE**

- Revision: Your passions, concerns**
- Discussing problems facing the world
 - Talking about protecting the environment
 - Discussing ethical shopping
 - Talking about volunteering
 - Discussing big events

Tenses: Modal verbs + Infinitive, The Passive

PREPARATION FOR THE SPEAKING EXAM

Revision

YEAR 7

MICHAELMAS	LENT	SUMMER
<p>EXPLORING THE UNITED KINGDOM Natural and human features, use of land, UK's weather, UK's place in Europe, mapping skills, UK's population.</p> <p>GCSE Link: Knowledge of place; UK case studies; mapping skills</p>	<p>WATER IN THE WORLD Water cycle, sources of water in the UK, water scarcity in the UK and the world, rivers & flood management, physical processes such as weathering, erosion, deposition, water management strategies</p> <p>GCSE Link: Rivers; Water supplies; Water shortages in LEDC v MEDC</p>	<p>LIVEABLE CITIES London's boroughs, local services and populations, demographic studies (population pyramids), factors of liveability, China's liveability</p> <p>GCSE Link: Urban settlements; Land use zones; Urban change; Improving residential area; Sustainable cities</p>

YEAR 8

MICHAELMAS	LENT	SUMMER
<p>LANDFORMS & LANDSCAPES Physical processes, tectonic hazards, coastal landscapes, coastal processes, coast management in the UK, glacial landscapes in the UK</p> <p>GCSE Link: Earthquakes & volcanoes; Coastal landscapes, landscape processes</p>	<p>CHANGING NATIONS Urbanisation, migration-push and pull factors, impacts of urbanisation, megacities, rural vs urban zones, Africa's future urbanisation</p> <p>GCSE Link: Population dynamics, density and distribution</p>	<p>BIOMES & FOOD SECURITY Characteristics of ecosystems, world biomes and climate zones, flora and fauna adaptations, human impact to biomes, food insecurity, farming practices, strategies to ensure food security</p> <p>GCSE Link: Climate & natural vegetation; Human impact to environment; Food production & shortages</p>

YEAR 9

MICHAELMAS	LENT	SUMMER
<p>GLOBAL INTERCONNECTIONS Global trade, 'World of Work', communications and transport, tourism, international sports/festivals</p> <p>GCSE Link: Urbanisation; Issues resulting from urbanisation; Industries & employment in MEDC v LEDC; Tourism in MEDC v LEDC; Globalisation</p>	<p>SUSTAINABLE FUTURES Climate Change, Global issues- plastic oceans, Sustainable cities, Sustainable Development Goals</p> <p>GCSE Link: Exploiting the natural environment; environmental damage; Global warming; Sustainable Development; Urban settlements, urban growth and related issues; Energy</p>	<p>DEVELOPMENT & WELLBEING Measures of global development, global governance, Sustainable Development Goals, health inequality, conflict zones</p> <p>GCSE Link: Deprivation, Urban Regeneration, Economic development; Quality of Life; Development indicators</p>

YEAR 10

MICHAELMAS	LENT	SUMMER
THE CHALLENGE OF NATURAL HAZARDS Mapping/Geographic skills	URBAN ISSUES AND CHALLENGES Fieldwork-planning, preparation, visits and write-up	THE LIVING WORLD Mapping/Geographic skills

YEAR 11

MICHAELMAS	LENT	SUMMER
PHYSICAL LANDSCAPES IN THE UK The Changing Economic World Fieldwork-planning, preparation, visits and write-up	THE CHALLENGE OF RESOURCE MANAGEMENT Paper 3 pre-release	<ul style="list-style-type: none"> • Revision • Study Leave

GCSE

PAPER 1: Living with The Physical Environment

What's assessed:

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK

PAPER 2: Challenges in the Human Environment

What's assessed:

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

PAPER 3: Geographical Applications

What's assessed:

- **Section A:** Pre-release resource booklet (released & revised 12 weeks before the exam)
- **Section B:** Fieldwork- related to physical and human fieldwork (skills, observations, limitations)



YEAR 7

MICHAELMAS	LENT
<ul style="list-style-type: none"> • Introduction to the Middle Ages: What is chronology? The Battle of Hastings and the Norman Conquest. • Life in the Middle Ages: Village and town life. Hygiene. Entertainment and sport. Fashion. Food. Religion. • Challenging the king: Henry II and Becket. Magna Carta. Parliament. Peasants' Revolt. • Health and Medicine: The Black Death. Healing the sick. • Justice in the Middle Ages: Law and order. Trial and punishment. 	<ul style="list-style-type: none"> • Conflict in the Middle Ages: England and Wales. England and Scotland. England and Ireland. The Hundred Years' War. Henry V and Agincourt. Joan of Arc. Weapons. The Wars of the Roses. Battle of Barnet Special Study. Princes in the Tower. Battle of Bosworth.

SUMMER
<ul style="list-style-type: none"> • Aspects of the Tudor period, 1485-1509: Henry VII: Yorkist pretenders. Money. Nobles. Foreign powers. Henry VIII and the break with Rome. Religious changes under Edward VI and Mary I Elizabeth I and the religious settlement. Mary Queen of Scots. Spanish Armada.

YEAR 8

MICHAELMAS	LENT
<ul style="list-style-type: none"> • Aspects of the Tudors: Henry VIII and the break with Rome. Religious changes under Edward VI and Mary I. Elizabeth I and the religious settlement. Mary Queen of Scots. Spanish Armada. • Causes of the English Civil War: James I's relationship with Parliament. Divine Right of Kings. Gunpowder Plot. Pilgrim Fathers. Reasons why Charles I tried to rule without Parliament. Reasons for the breakdown in relations between Charles I and Parliament. 	<ul style="list-style-type: none"> • The English Civil War: Reasons why Parliament won the ECW. New Model Army. Cromwell. Areas of control. Naseby. Trial and execution of Charles I. • Rule of Oliver Cromwell, 1653-58: Impact on England and Ireland. The reasons for the restoration of Charles II. • Causes of the Glorious Revolution: Contribution of Charles II. Contribution of James II. Monmouth rebellion. William of Orange and Mary. • Stuart rebellions in 1715 & 1745.

YEAR 8 (CONTINUED)

SUMMER
<ul style="list-style-type: none"> • Causes of the American War of Independence: Seven Years' War. Proclamation Line. Taxation. Sons of Liberty. Samuel Adams. Boston Massacre. Boston Tea Party. Coercive Acts. Continental Congress. • American War of Independence: Lexington. Concord. George Washington. Saratoga. Foreign intervention. Yorktown. • Why Britain became a global power by 1900: Industrial Revolution: Iron and cotton industry, steam power. Transportation Revolution: Canals, Telford, railways. Slave Trade: The Atlantic slave trade. The campaign against the slave trade, 1787-1807. • Examination.

YEAR 9

MICHAELMAS	LENT
<ul style="list-style-type: none"> • Origins of the First World War: European Alliance Systems before 1914. French-German rivalry. Anglo-German rivalry. Naval arms race. Growing nationalism and militarism. Moroccan crises of 1905 & 1911. Assassination of Franz Ferdinand. • Britain and the First World War: Failure of the Schlieffen Plan. Trench Warfare. Home Front. War at Sea. Haig and the Somme. Passchendaele. Reasons for victory. 	<ul style="list-style-type: none"> • Origins of the Second World War, 1919-39: Treaty of Versailles. Locarno. Great Depression. Rise of Hitler. Failure of the League of Nations in Manchuria and Abyssinia. German rearmament and foreign policy, 1934-39. Appeasement.

SUMMER
<ul style="list-style-type: none"> • The Second World War. German blitzkrieg, 1939-40. Churchill. Dunkirk. Battle of Britain. North Africa. Home Front. D-Day. The Far East. Allied victory, 1945. • Examinations. • GCSE preparation.

YEAR 10

MICHAELMAS

TOPIC 1: GERMANY: Development of dictatorship, 1918-45. PAPER ONE.

Weimar Republic, 1919-33. Hitler and the Nazi Party, 1919-28. Explaining how Hitler came to power in 1933. Hitler's consolidation of power, 1933-34. Nazi domestic policies, 1933-39. Nazi methods of controlling the German people. Nazi policies towards the Jews. Germany at war, 1939-45.

LENT

TOPIC 2: A WORLD DIVIDED: Superpower relations, 1943-72. PAPER ONE.

Long-term rivalry between the USSR and USA. Truman Doctrine and the Marshall Plan. Soviet expansion in Eastern Europe. Germany and Berlin, 1945-9. Korean War. Hungarian crisis. Nuclear Arms Race. Berlin Wall. Cuban Missile Crisis. Czechoslovakia. Détente.

SUMMER

TOPIC 3: RUSSIA AND THE SOVIET UNION, 1905-24. PAPER TWO.

Tsarist rule, 1905-14. Impact of World War One. Rasputin. February 1917 Revolution. Provisional Government. Lenin and the April Thesis. Kornilov Revolt. Bolshevik Revolution. Civil War. War Communism and the New Economic Policy.

YEAR 11

MICHAELMAS

Topic 4: Middle East: conflict, crisis and change, 1917-2012. PAPER TWO.

Build up of tension in Palestine, 1917-46. Creation of Israel, 1948-9. Suez Crisis. Palestinian refugee issue. Six Day War, 1967. Arafat and the PLO. Yom Kippur War, 1973. Superpower involvement. Attempts to find a lasting peace. Gaza War, 2008-9.

LENT

Revision and weekly testing.

SUMMER

Revision and external exams.



YEAR 9

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> The forms of the nominative, accusative and dative cases (both singular and plural) of personal pronouns Prepositions The use of connective conjunctions Word order with and without the verb "esse" 	<ul style="list-style-type: none"> The forms of the nominative, accusative and dative cases (both singular and plural) The forms of regular, first and second declension adjectives Agreement of first and second declension adjectives with nouns of the same declensions Pronouns 	<ul style="list-style-type: none"> Verbs: The forms of regular verbs in all persons in the present, imperfect and perfect tenses of the indicative mood only The present infinitive of regular verbs The forms of the irregular verb "esse" in the present and imperfect tenses of the indicative mood only Standard uses of the present, imperfect and perfect tenses Nouns

YEAR 10

MICHAELMAS	LENT	SUMMER
<p>MODULE 1: LANGUAGE</p> <ul style="list-style-type: none"> Translate an unseen passage of confected or adapted Latin Understand and respond to unseen passages of Latin Understand the derivation of English words from Latin Translate short sentences from English into Latin drawn from the Restricted Vocabulary List (RVL) and the Restricted Syntax and Accidence 	<ul style="list-style-type: none"> Recognise, analyse and explain syntax and accidence, as defined below, using the Syntax and Accidence Recognise: identify examples of a grammatical form Analyse: identify the grammatical form of a word Explain: account for the use of a grammatical form in a sentence 	<p>MODULE 3: LITERATURE AND CULTURE</p> <p>The set topics for this component will be:</p> <ul style="list-style-type: none"> Myths and Beliefs The Romans in Britain

YEAR 11

MICHAELMAS	LENT
<ul style="list-style-type: none"> Translate an unseen passage of confected or adapted Latin Understand and respond to unseen passages of Latin Understand the derivation of English words from Latin Translate short sentences from English into Latin drawn from the Restricted Vocabulary List (RVL) or recognise, analyse and explain syntax and accidence. 	<ul style="list-style-type: none"> Recognise: identify examples of a grammatical form Analyse: identify the grammatical form of a word Explain: account for the use of a grammatical form in a sentence.
	SUMMER
	<p>MODULE 2: LATIN SET TEXTS</p> <ul style="list-style-type: none"> Oxford Classical Text Virgil: Aeneid, 2.506–558, 705–740, 768–794 <ul style="list-style-type: none"> Revision

YEAR 7

MICHAELMAS	LENT	SUMMER
UNIT 1 : HELLO <ul style="list-style-type: none"> Hello! Goodbye! Thank you. How are you? I'm well. I'm sorry! Greetings Numbers 1 – 5 一, 二, 三, 四, 五 The four tones The 'a' sound Three important cities: Beijing, Shanghai and Hong Kong Giving with two hands 	UNIT 2 : ABOUT ME <ul style="list-style-type: none"> What are you called? I am called... How old are you? I am ... years old. Numbers 1 – 99, zero 六, 七, 八, 九, 十, 我, 你, 什么, 岁, 也, 朋友 The 'e' sound Famous tourist attractions in China Hand gestures for numbers Get a Chinese name 	UNIT 3 : MY FAMILY <ul style="list-style-type: none"> I have a... I don't have... Do you have...? Asking questions with 吗 Who has...? People in the family 妈, 爸, 有, 没, 吗, 家, 他, 她, 马, 谁 The 'i' sound Food Weird and wonderful China

YEAR 8

MICHAELMAS	LENT	SUMMER
UNIT 4 : HELLO <ul style="list-style-type: none"> This/that is... What is this/that? My/your/his/whose... Not good/ is not good Who is this/that? Common objects Demonstrative pronouns 书, 水, 这, 那, 是, 不的 The 'o' sound Calligraphy Chinese houses 	UNIT 5 : SHOPPING <ul style="list-style-type: none"> How much is this/that? I'll buy This is very... Buying things Adjectives 元, 个, 很, 大, 小 The 'u' sound The tones of 不买 and 卖 Going shopping: Supermarkets and business Streets Going shopping: little shops, shopping malls, street markets 	UNIT 6 : WHERE? <ul style="list-style-type: none"> Where are you going to? I'm going to ... Places and positions Countries and nationalities 口, 几, 在, 中国, 们 Chinese signs of the zodiac



YEAR 9

MICHAELMAS	LENT	SUMMER
UNIT 7 : MEETING PEOPLE <ul style="list-style-type: none"> Using personal titles The difference between 是 and 很 Place goes before the verb when using 在 Asking where using 和 More greetings Introducing people Talking about jobs 生, 儿, 工作, 北京, 哪儿 'ü' sounds: ju, qu ,xu, yu, nu, lu Family life in China Chinese and the internet 	UNIT 9 : SCHOOL <ul style="list-style-type: none"> More practice with 和 More practice with the measure word 个 Asking 'why?' and giving reasons Expressing skills using 会 School subjects 文, 多, 少, 老师, 英, 会, 说 'ou' and 'uo' sounds My day at school Mid-autumn festival 	UNIT 11 : EATING OUT <ul style="list-style-type: none"> Using 吃 and 喝 Describing taste Ordering food using 来 Modal verb 要 Food and drink Common Chinese dishes Simple restaurant language Flavours 吃, 喝, 茶, 米饭, 面包, 牛肉, 要 Sounds and tones – Review Eating out in China Chinese recipe
UNIT 8 : GOING OUT <ul style="list-style-type: none"> Making suggestions with 吧 Alternative style questions Using 喜欢 Coming and going Expressing like and dislikes Colours 去, 来, 白, 黑, 喜欢, 点 'ui' and 'iu' sounds The colour red Sport in China 	UNIT 10 : MY WEEK <ul style="list-style-type: none"> Verbless sentences Putting time first Expressing time from general to specific Using dates Days of the week More leisure activities Telling the time Describing the schedule Arranging to meet up 星期, 天, 看, 点, 钟, 上, 下, 午 Tone focus China's films and film stars Dragon boat festival 	UNIT 12 : HOLIDAYS <ul style="list-style-type: none"> Using 想 Plurals using 都 Holidays and leisure activities Phone etiquette Olympics 2008 and Expo 2010

YEAR 10

MICHAELMAS

THEME: IDENTITY AND CULTURE

MODULE 1 : Who am I?

Basic sentence structure with basic verbs

- like/dislike
- like doing something; dislike doing something
- be called
- have got

Sentence structures

- subject + time + verb
- time + manner + place

Adjectives: tall, short, big, small etc.

- adverbs: very, quite, rather, extremely, not
- ask and answer close questions

Sentence structures:

- subject + time + verb + noun + ma (吗; 嗎)?
- subject + time + verb (positive) + verb (negative) + noun?

The use of vocabulary in directions: between, opposite, next to, behind, at the back of, in front of

Sentence structures:

- have/has been to
- 过, 了
- 因为.....所以.....
- 除了.....以外
- 因為.....所以.....
- 除了.....以外

MODULE 2 : CULTURE LIFE AND DAILY LIFE

- difference between 做, 玩, 打, 踢
- word order
- subject + frequency + action
- word order – duration of time
- asking 'How long' with time
- comparisons using 没有
- preposition 里, 裡
- using linking words: 的, 虽然, 但是
- use of 穿/戴
- measure words for clothing: 件, 条, 双; 件, 條, 雙
- comparison
- using superlative adjectives

LENT

THEME: IDENTITY AND CULTURE

MODULE 3 : Culture life and daily life

- use of 都
- use of 菜(肉菜/青菜/蔬菜)
- use of 几; 幾
- use of 让; 讓
- use of 为; 為
- use of 从.....来; 從.....來
- use of 完/好

THEME : LOCAL AREA/HOLIDAY/TRAVEL

MODULE 4 : Town, region and country

- relative place words
- measure words
- talking about proximity
- use of 极了; 極了
- 你好! 您需要帮忙吗?
- 请问, 您可以帮我.....吗?
- 你好! 您需要幫忙嗎?
- 請問, 您可以幫我.....嗎?
- 请问, 到.....怎么走?
- 請問, 到.....怎麼走?
- Present, perfect, future

YEAR 10 (CONTINUED)

SUMMER

THEME: LOCAL AREA/HOLIDAY/TRAVEL MODULE 5: Travel and tourist transactions

- means of transport
- use of 最好
- if...then...
- 换; 換 change
- use of 了
- use of 得
- talking about the future
- 几 'as many as'
- 你 and 您

THEME: LOCAL AREA/HOLIDAY/TRAVEL MODULE 6: Travel and tourist transactions

- use of 让; 讓
- use of 为; 為
- use of 再
- use of 给; 給
- 因为; 因為

YEAR 11

MICHAELMAS

THEME: SCHOOL

MODULE 7 : What is school like?

School activities

- the use of 'apart from'
- talking about where something is
- expressing opinions
- simple comparisons
- use of 了 after the verb
- use of 太.....了 to express 'too' or 'really'
- word order – frequency
- word order – duration of time
- asking 'How long?' with time

THEME:FUTURE ASPIRATIONS/WORK

MODULE 8: Work, Ambitions, Using languages beyond the classroom

- use of 个, 位; 個, 位
- 家 (scientist)
- 校 (Boys school)
- adjectives and adverbs
- reporting what someone said
- 得+verb 'ought to'
- 要是.....的话; 要是.....的話
- use of 到
- use of 是.....的
- complex sentences with linking words

LENT

THEME: INTERNATIONAL AND GLOBAL DIMENSION

MODULE 9 : Environmental issues

- use of linking words:
因为.....所以...; 要是.....的话...; 除了.....以外...;
虽然.....但是...;
因為.....所以...; 要是.....的話...; 除了.....以外...;
雖然.....但是

THEME: INTERNATIONAL AND GLOBAL DIMENSION

MODULE 10 : Bring the world together

- use of 第.....次
- use of得.....
- using indirect object pronouns
- 因为.....所以...; 要是.....的话...; 除了.....以外
虽然.....但是...; 因為.....所以...; 要是.....的話...;
除了.....以外
雖然.....但是
- preparation for the Speaking Exam

YEAR 7

MICHAELMAS	<ul style="list-style-type: none"> • Factors & Multiples • Negative numbers & The number line 	<ul style="list-style-type: none"> • Substitution in Algebra • Algebraic expressions & Formulae 	<ul style="list-style-type: none"> • Solving Linear Equations
LENT	<ul style="list-style-type: none"> • Fractions • Using a calculator 	<ul style="list-style-type: none"> • Decimals • Percentages 	<ul style="list-style-type: none"> • Points, lines & planes • Angles in parallel lines
SUMMER	<ul style="list-style-type: none"> • Transformations • Symmetry 	<ul style="list-style-type: none"> • Perimeter & areas of triangles • Nets 	<ul style="list-style-type: none"> • Collection of data • Analysis of data

YEAR 8

MICHAELMAS	<ul style="list-style-type: none"> • Special numbers & powers • Fractions • Percentages • Ratio & proportion • Indices & standard form • Algebraic manipulation 	<ul style="list-style-type: none"> • Expressions, formulae & rearranging formulae • Linear equations & inequalities 	<ul style="list-style-type: none"> • Measures, bearings & scale drawings • Symmetry, shapes, parallel lines and angle facts
LENT	<ul style="list-style-type: none"> • Arithmetic of fractions • Decimals • Set language, notation & Venn diagrams 	<ul style="list-style-type: none"> • Linear equations & inequalities • Simultaneous equations • Perimeter, Area & Volume 	<ul style="list-style-type: none"> • Linear graphs • Quadratic equations & graphs
SUMMER	<ul style="list-style-type: none"> • Transformations • Probability 	<ul style="list-style-type: none"> • Pythagoras' Theorem • Trigonometry 	<ul style="list-style-type: none"> • Polygons

YEAR 9

MICHAELMAS	<ul style="list-style-type: none"> • Algebraic manipulation • Expressions, formulae and rearranging formulae • Linear equations & inequalities 	<ul style="list-style-type: none"> • Sequences • Linear graphs • Real life graphs 	<ul style="list-style-type: none"> • Pythagoras' Theorem • Trigonometry • Set language, notation & Venn diagrams
LENT	<ul style="list-style-type: none"> • Quadratic equations, inequalities & graphs • Simultaneous equations 	<ul style="list-style-type: none"> • Advanced trigonometry • Transformations 	<ul style="list-style-type: none"> • Probability
SUMMER	<ul style="list-style-type: none"> • Geometry of shapes • Circle Theorems 	<ul style="list-style-type: none"> • Surds • Max/Min points 	<ul style="list-style-type: none"> • Factorising and solving Quadratic equations

YEAR 10

MICHAELMAS	<ul style="list-style-type: none"> • Indices & Standard Form • Degrees of accuracy 	<ul style="list-style-type: none"> • Quadratic equations, Inequalities & graphs • Function notation 	<ul style="list-style-type: none"> • Circle theorems • Calculus • Polygons
LENT	<ul style="list-style-type: none"> • Algebraic manipulation • Linear equations and inequalities 	<ul style="list-style-type: none"> • Sequences • Indices & Standard Form • Quadratic graphs 	<ul style="list-style-type: none"> • Pythagoras' Theorem • Trigonometry
SUMMER	<ul style="list-style-type: none"> • Set language, notation & Venn diagrams 	<ul style="list-style-type: none"> • Perimeter, Area & Volume • Statistical measures 	<ul style="list-style-type: none"> • Simultaneous equations • Probability

YEAR 11

MICHAELMAS	<ul style="list-style-type: none"> • Set language, notation & Venn diagrams • Linear equations & Inequalities 	<ul style="list-style-type: none"> • Sequences • Quadratic equations, inequalities and graphs • Simultaneous equations 	<ul style="list-style-type: none"> • Calculus • Advanced trigonometry • Circle Theorems
LENT	<ul style="list-style-type: none"> • Revision 		

13 MUSIC



EXAM
GCSE

BOARD
Edexcel

YEAR 7

MICHAELMAS	LENT	SUMMER
<p>SUMMON THE SPIRITS This project is a rudimentary and fun study of rhythm, dynamics and structure through the learning of a Japanese Taiko drumming piece. Pupils will develop their timing and awareness by practising and performing as a class.</p> <p>CHRISTMAS SINGING PERFORMANCE Each class will practise and perform a seasonal song for a friendly competition.</p>	<p>THE GUITAR AND THE KEYBOARD Players of all levels will learn differentiated parts for a piece to be performed as a class. For the guitar, pupils will learn to understand different types of guitar and how to read basic guitar tab. On the keyboard, pupils will develop sight-reading and keyboard technique. Chords, melody and ostinato are foci for this project. Various musical genres are used as case studies and exercises for this project.</p>	<p>MUSICAL PASSPORT Pupils will learn about various musical genres from around the world. They will be given the opportunity to complete short composition tasks and to demonstrate their understanding through a listening and appraising test.</p>

YEAR 8

MICHAELMAS	LENT	SUMMER
<p>POP SONG Pupils will learn how to write an effective pop song by studying the melodies and chords of some of the song-writing masters of the 20th century. They will also be given the opportunity to use music software to record and edit their parts to create a final product.</p>	<p>THE BLUES Pupils will learn about the 12 bar blues; the blues scale; blue notes and how these musical ingredients have shaped classic popular music of the 20th/21st century. In this project, pupils will learn standards and compose blues songs of their own.</p>	<p>LISTENING AND APPRAISING In a review of their learning, pupils will practise their appraising skills through listening and playing a range of popular music styles. They will pay attention to tonality, tempo, dynamics and lyrics.</p>

YEAR 9

MICHAELMAS	LENT	SUMMER
<p>REGGAE Pupils will develop their ensemble performance and composition skills through learning classic reggae songs. As a finale to the project, they will make reggae arrangements of known songs and perform songs as a class.</p>	<p>JAZZ Pupils will develop their understanding of scales and modes through improvisation. They will also be introduced to extended chords and walking bass lines.</p>	<p>THEME AND VARIATION Pupils will compose pieces in ternary of binary form with variations in dynamics, rhythm, melody, tempo, texture and harmony.</p>

YEAR 10

MICHAELMAS	LENT	SUMMER
<p>LISTENING AND APPRAISING: Vocal Music set works H Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack'). Study Baroque and 20th-century popular approaches to song writing, including ground bass and verse and chorus structures.</p> <p>FREE COMPOSITION Discuss possible routes into free composition with examples and guidance towards inspirations. Complete exercises to develop composition skills.</p> <p>PERFORMING Coaching to develop instrumental and vocal performance.</p>	<p>LISTENING AND APPRAISING: Instrumental Music 1700–1820 set works J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' Investigating the link between Baroque instrumental music and dance genres, including fugue, and also 19th-century Romantic sensibility in music and its application to sonata form.</p> <p>LISTENING AND APPRAISING: Instrumental Music 1700–1820 wider listening Concerti by Vivaldi, concerto Grosso by Handel, piano sonata movements by Haydn and Mozart. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.</p>	<p>LISTENING AND APPRAISING: Music for Stage and Screen set works S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope). Examining popular contemporary musical theatre styles and also composing sound to match pictures.</p> <p>LISTENING AND APPRAISING: Music for Stage and Screen wider listening Songs from musicals like Matilda and Hairspray and excerpts from film scores by Deborah Lurie and Howard Shore. The wider listening should enhance the study of contemporary musical theatre and matching music with images undertaken in the set works.</p>

YEAR 10 (CONTINUED)

MICHAELMAS	LENT	SUMMER
<p>LISTENING AND APPRAISING: Vocal Music wider listening Explore other settings of words to music for soloist and accompaniment, which may include: arias by G F Handel and J S Bach, songs by The Beach Boys and Alicia Keys, songs by Schubert, Faure and/ or Britten. In each case looking at the relationship of the words and music, and the use of musical elements, musical contexts and musical language.</p> <p>Coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles.</p>	<p>FREE COMPOSITION Investigate possible routes into free composition with examples and guidance towards inspirations. Complete exercises to develop composition skills.</p> <p>PERFORMING Opportunities to develop instrumental and vocal performance.</p>	<p>FREE COMPOSITION • Discuss possible routes into free composition with examples and guidance towards inspirations. Complete exercises to develop composition skills. • Assessment of free compositions completed.</p> <p>PERFORMING Opportunities to develop instrumental and vocal performance. Preparation and recording of piece(s) for end of year assessment.</p> <p>COMPOSITION BRIEFS Discussion of composition briefs using the guidelines in the specification as a basis for discussion as to how briefs might be tackled.</p>

YEAR 11

MICHAELMAS	LENT	SUMMER
<p>REVISION OF YEAR ONE AREAS OF STUDY SELECTION OF COMPOSITION BRIEF PERFORMING Opportunities to develop instrumental and vocal performance.</p> <p>FUSIONS SET WORKS Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza'). The stylistic characteristics of individual cultures that have been 'fused' are isolated and then the fusion of the styles evaluated for its effectiveness.</p>	<p>FUSIONS WIDER LISTENING Explore pieces in which two or more styles are combined to create a fusion, including music from African, Turkish, Afro-Cuban Jazz and Latin traditions. Study the use of musical elements, musical contexts and musical language.</p> <p>REVISION OF ALL SET WORKS COMPLETION OF FREE COMPOSITION AND COMPOSITION TO A BRIEF PREPARATION OF RECORDING PERFORMANCES</p>	<ul style="list-style-type: none"> • Revision of all set works and wider listening • Submission of Performing and Composing coursework for moderation by 15th May



14 PHYSICAL EDUCATION AND SPORT

EXAM
iGCSE

BOARD
CIE

YEAR 10

MICHAELMAS	LENT
<p>THE SKELETAL AND MUSCULAR SYSTEM</p> <ul style="list-style-type: none"> • The skeleton and its functions • Joint types, structure and formation • Movement at joints • Muscles • Antagonistic muscle action • Muscle fibre types <p>RESPIRATORY SYSTEM</p> <ul style="list-style-type: none"> • The pathway of air and gaseous exchange • The mechanics of breathing • Breathing volumes and minute ventilation <p>HEALTH FITNESS AND TRAINING (this will be carried out through theory and practical work)</p> <ul style="list-style-type: none"> • Health and wellbeing • Fitness • Diet and energy sources • Components of fitness • Fitness testing • VO2 max <p>TRAINING</p> <ul style="list-style-type: none"> • Principles of training and overload • Methods of training • Warming up and cooling down 	<p>CIRCULATORY SYSTEM</p> <ul style="list-style-type: none"> • Components of blood • Heart structure and function • Cardiac output <p>ENERGY SUPPLY AND THE EFFECTS OF EXERCISE ON THE BODY</p> <ul style="list-style-type: none"> • Aerobic and anaerobic respiration • Recovery • Short-term effects of exercise • Long-term effects of exercise <p>BIOMECHANICS</p> <ul style="list-style-type: none"> • Principles of force • Applications of force • Levers <p>SKILLS AND SKILL ACQUISITION</p> <ul style="list-style-type: none"> • Skill and ability • Skilled performance • Skill classification • Simple information-processing model • The stages of learning • Feedback • Guidance

SUMMER

PRACTICAL ELEMENTS OF THE COURSE WILL BE COVERED

- Sports will be dependent on the group and their interests and selected sports.

YEAR 11

MICHAELMAS	LENT
<p>PSYCHOLOGY</p> <ul style="list-style-type: none"> • Goal-setting • Motivation and mental preparation • Arousal • Anxiety • Relaxation techniques • Personality types <p>SOCIAL AND CULTURAL INFLUENCES</p> <ul style="list-style-type: none"> • Leisure, recreation and the growth of leisure activities • The sports development pyramid • Access and participation in sport • Sponsorship • Media • Global events • Professional and amateur performers • Technology in sport <p>ETHICS AND OTHER ISSUES</p> <ul style="list-style-type: none"> • Performance-enhancing drugs • Blood doping • Risk and risk assessment • Injuries 	<p>Practical elements of the course will be covered in preparation for the practical moderation which will also take place during the Lent Term. Sports will be dependent on the group and their interests and selected sports.</p>

SUMMER

- Examination preparation

15 RELIGIOUS STUDIES



EXAM
GCSE

BOARD
AQA

YEAR 7

MICHAELMAS	LENT	SUMMER
<p>EXPRESSIONS OF FAITH The use of symbols in religion. The start of religions. Teachers of religions. Jesus. Symbols and art in religion. Places of worship. Private worship.</p> <p>Project Places of worship</p>	<p>BELIEFS AND TEACHINGS ABOUT MEANING AND PURPOSE Who am I and where do I belong? The concepts of religion and faith. God, Life and the start of the universe.</p> <p>Project Religious belief in the community</p>	<p>ETHICS AND VALUES Right and wrong. The Golden Rule. Moral dilemmas. Love, justice and forgiveness.</p> <p>Project The Golden Rule Guide.</p>

YEAR 8

MICHAELMAS	LENT	SUMMER
<p>EXPRESSIONS OF FAITH Holy books. Worship and religious celebrations. Fasting and pilgrimage. Celebrating birth and marriage. Religious responses to death.</p> <p>Project Religious artifacts</p>	<p>BELIEFS AND TEACHINGS ABOUT MEANING AND PURPOSE Religion and science. The origins of life. Evolution. Humans, life, death, the soul and reincarnation.</p> <p>Project Science and religion</p>	<p>ETHICS AND VALUES Human rights. Religious rights. Capital punishment. Defending rights. Animals and rights. Global concern. Poverty.</p> <p>Project Religion and human rights.</p>

YEAR 9

MICHAELMAS	LENT	SUMMER
<p>EXPRESSIONS OF FAITH Special places. Israel and Palestine. Holy places in India. Good leaders. Religious leaders. Religious communities.</p> <p>Project Pilgrimages</p>	<p>BELIEFS AND TEACHINGS ABOUT MEANING AND PURPOSE Knowledge and the existence of God. Religiosity. Free will. Suffering. The beginning and end of life.</p> <p>Project Believing in God</p>	<p>ETHICS AND VALUES Life. War and pacifism. Right to kill and conflict. Terrorism. Religion and the media. Commonality between religions.</p> <p>Project Promoting peace</p>

YEAR 10

MICHAELMAS	LENT	SUMMER
<p>JUDAISM Beliefs and teachings: The nature of God. Life, death, judgement and resurrection. The Messiah and Abraham. The Ten Commandments and mitzvot. Key moral principles and the sanctity of life.</p>	<p>JUDAISM Practices: The synagogue. Daily services and prayers. Shabbat. Religious ceremonies. Marriage. Mourning the dead. Dietary laws. Rosh Hashanah, Yom Kippur and Pesach.</p>	<p>CHRISTIANITY: Thematic Studies Relationships and families. Religion and life. Crime and punishment. Peace and conflict.</p>

YEAR 11

MICHAELMAS	
<p>CHRISTIANITY Beliefs and teachings: The nature of God. Creation. The incarnation. The death, resurrection and ascension of Jesus. Life after death. Judgment. Heaven, hell, sin and salvation. Salvation history.</p>	<p>Practices: Worship. Prayer. The sacraments. Festivals. The role of the church. Mission and evangelism. Christian persecution. World poverty.</p>



YEAR 7

MICHAELMAS	BIOLOGY Cells: Observing cells. Plant and animal cells. Specialised cells. Movement of substances. Unicellular organism.	CHEMISTRY Particles and their behaviour: The particle model. States of matter. Melting, freezing and boiling. Changes of state. Diffusion and gas pressure.	PHYSICS Forces: Introductions to forces. Squashing and stretching. Drag forces and friction. Forces at a distance. Balanced and unbalanced.
LENT	BIOLOGY Structure and function of body systems: Levels of organisation. Gas exchange. Breathing. Skeleton. Movement: joints and muscles.	CHEMISTRY Elements, atoms, compounds and chemical reactions: Elements, atoms and compounds. Chemical formula. Chemical reactions. Word equations.	PHYSICS Sound and light: Waves. Sound and energy transfer. Loudness and pitch. Detecting sound. Echoes and ultrasound. Light.
SUMMER	BIOLOGY Reproduction: Adolescence. Reproductive organs. Fertilisation and implantation. Development of a fetus. The menstrual cycle. Flowers and pollination. Fertilisation, germination and seed dispersal.	CHEMISTRY Reactions, acids and alkalis: Burning fuels and thermal decomposition. Conservation of mass. Exothermic and endothermic reactions. Acid and alkalis. Indicators and pH. Neutralisation and making salts.	PHYSICS Light and space: Reflection and refraction. The eye, camera and colour. The night sky and the solar system. The earth and moon.

YEAR 8

MICHAELMAS	BIOLOGY Health and lifestyle: Nutrients. Food tests. Unhealthy diet and the digestive system. Bacteria and enzymes in digestion. Drugs, alcohol and smoking.	CHEMISTRY The Periodic Table: Metals and non-metals. Groups and periods. The elements of Group 1, 7 and 0.	PHYSICS Electricity and magnetism: Charging up. Circuits and current. Potential difference. Series and parallel. Resistance. Magnets and magnetic fields. Electromagnets and using electromagnets.
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YEAR 8 (CONTINUED)

LENT	BIOLOGY Ecosystem processes: Photosynthesis. Leaves. Plant minerals. Chemosynthesis. Aerobic and anaerobic respiration. Food chains and webs. Disruption to food chains and webs. Ecosystems.	CHEMISTRY Separation techniques: Mixtures, solutions and solubility. Filtration, evaporation and distillation. Chromatography. Acids and metals. Metals and oxygen. Metals and water.	PHYSICS Energy: Food and fuels. Energy adds up. Energy and temperature. Energy transfer: particles and radiation. Energy resources and power.
SUMMER	BIOLOGY Adaptation and inheritance: Competition and adaptation. Adapting to change. Variation. Continuous and discontinuous. Inheritance, natural selection and extinction.	CHEMISTRY Metals and acids continued and The Earth: Metal displacement reactions, extracting metals, ceramics, polymers and composites. The earth and its atmosphere. Sedimentary, igneous and metamorphic rocks. The rock cycle. The carbon cycle. Climate change and recycling.	PHYSICS Motion and pressure: Speed. Motion graphs. Pressure in gases and liquids. Pressure in solids. Turning forces.

YEAR 9

MICHAELMAS	BIOLOGY Nature and Variety of Living Organisms.	CHEMISTRY Principles of chemistry States of matter. Elements, compounds and mixtures. Atomic structure.	PHYSICS Units. Movement and position. Forces.
LENT	BIOLOGY Human Nutrition. Breathing and Gas Exchange.	CHEMISTRY The periodic table. Ionis bonding. Covalent bonding.	PHYSICS Forces and motion Movement, shape and momentum.
SUMMER	BIOLOGY Blood and circulation: Circulatory systems.	CHEMISTRY Introduction to chemical formulae, equations and calculations (apart from Moles).	PHYSICS Electricity Units. Mains electricity. Energy and voltage in circuits. Electric charge.

YEAR 10

MICHAELMAS	<p>BIOLOGY Structure and functions in living organisms. Respiration. Gas exchange. Transport. Excretion. Co-ordination and response.</p>	<p>CHEMISTRY Inorganic Chemistry Group 1. Group 7. Gases in the atmosphere. Reactivity series. Acids, alkalis and titrations. Acids, bases and preparations. Chemical tests.</p>	<p>PHYSICS Waves Units. Properties of waves. The electromagnetic spectrum. Light and sound.</p>
LENT	<p>BIOLOGY Reproduction and inheritance. Reproduction in flowering plants and humans. Excretion. Co-ordination and response.</p>	<p>CHEMISTRY Principles of Chemistry Chemical formulae, equations and calculations. Metallic bonding. Electrolysis.</p>	<p>PHYSICS Energy resources and energy transfers Units. Energy transfers. Work and power. Energy resources and electricity generation.</p>
SUMMER	<p>BIOLOGY Transport. Inheritance.</p>	<p>CHEMISTRY Rates. Reversible Reactions and Equilibria.</p>	<p>PHYSICS Solids, liquids and gases Units. Density and pressure. Change of state. Ideal gas molecules.</p>

YEAR 11

MICHAELMAS	<p>BIOLOGY Use of biological resources Food production.</p> <p>Selective breeding Genetic modification. Cloning.</p> <p>Ecology and the environment The organism in the environment.</p>	<p>CHEMISTRY Organic chemistry Introduction to organic chemistry. Crude oil. Alkanes. Alkenes. Alcohol. Carboxylic acids. Esters. Synthetic polymers.</p> <p>Physical Chemistry Titrations.</p> <p>Inorganic Chemistry Extraction and Uses of Metals + Chemistry Only Content.</p>	<p>PHYSICS Magnetism and electromagnetism Units. Magnetism. Electromagnetism. Electromagnetic induction.</p> <p>Radioactivity and particles Units. Radioactivity. Fission and fusion.</p> <p>Astrophysics Units. Motion in the universe. Stellar evolution. Cosmology.</p>
LENT	<p>BIOLOGY Revision.</p>	<p>CHEMISTRY Revision.</p>	<p>PHYSICS Revision.</p>
SUMMER	<p>BIOLOGY Exams.</p>	<p>CHEMISTRY Exams.</p>	<p>PHYSICS Exams.</p>



YEAR 7

MICHAELMAS

MODULE 1 : MI VIDA

- Spanish pronunciation
- Talking about your personality
- Talking about age, brothers and sisters
- Saying when your birthday is
- Using numbers and the alphabet
- Talking about your pets

MODULE 2 : MI TIEMPO LIBRE

- Saying what you like to do
- Giving opinions
- Saying what you like to do in your spare time
- Talking about the weather
- Saying what sports you do

LENT

MODULE 3 : MI INSTI

- Saying what subjects you study
- Giving opinions about school subjects
- Describing your school
- Talking about break time
- Understanding details about schools

MODULE 4 : MI FAMILIA Y MIS AMIGOS

- Describing your family
- Describing your hair and eye colour
- Saying what other people look like
- Describing where you live
- Learning about the Carnival in Cadiz

SUMMER

MODULE 5 : OPERACIÓN VERANO

- Describing a holiday home
- Describing holiday activities
- Asking for directions
- Talking about summer camps
- Describing a world trip

MODULE 6 : SPEAKING SKILLS

- Creating a video about yourself
- Planning and giving a presentation

YEAR 8

MICHAELMAS

MODULE 1 : MIS VACACIONES

- Talking about a past holiday
- Saying what you did on holiday
- Describing the last day on holiday
- Saying what your holiday was like

MODULE 2 : TODO SOBRE MI VIDA

- Saying what you use your phone for
- Saying what type of music you like
- Giving opinions
- Talking about TV
- Saying what you did yesterday

LENT

MODULE 3 : ¡A COMER!

- Saying what food you like
- Describing mealtimes
- Ordering a meal
- Discussing what to buy for a party
- Understanding details about schools

MODULE 4 : ¿QUÉ HACEMOS ?

- Arranging to go out
- Making excuses
- Discussing getting ready to go out
- Talking about clothes
- Talking about sporting events

SUMMER

MODULE 5 : OPERACIÓN VERANO

- Describing a holiday home
- Describing holiday activities
- Asking for directions

- Talking about summer camps
- Describing a world trip

YEAR 9

MICHAELMAS

MODULE 1 : SOMOS ASÍ

- Talking about things you like
- Talking about your week
- Talking about films
- Talking about a birthday
- Talking about life as a celebrity

MODULE 2 : ¡ORIENTATE!

- Saying what you have to do at work
- Saying what job you would like to do
- Talking about your future
- Describing your job
- Using 3 Tenses

LENT

MODULE 3 : EN FORMA

- Talking about diet
- Talking about an active lifestyle
- Talking about your daily routine
- Talking about getting fit
- Talking about ailments

MODULE 4 : JÓVENES EN ACCIÓN

- Talking about children's rights
- Talking about fair trade
- Talking about recycling
- Talking about how a town has changed
- Talking about fundraising and world issues

SUMMER

MODULE 5 : UNA AVENTURA EN MADRID

- Meeting and greeting people
- Talking about a treasure hunt
- Discussing buying souvenirs

- Saying what you will do
- The Simple Future tense



YEAR 10

MICHAELMAS	<p>THEME: Local area, holiday and travel</p> <p>MODULE 1: ¡DESCONÉCTATE!</p> <ul style="list-style-type: none"> • Revision: Discuss holidays and weather • Revision: Revise the present tense • Talking about what you do in the summer • Talking about holiday preferences • Say what you did on holiday • Describing where you stayed • Booking accommodation and dealing with problems • Give an account of holidays in the past <p>Tenses : Present, Near Future, Perfect, Imperfect</p>	<p>THEME: School</p> <p>MODULE 2: MI VIDA EN EL INSTITUTO</p> <ul style="list-style-type: none"> • Revision: Giving opinions about subjects • Revision: Describing School facilities • Describing school uniform and school day • Talking about subjects and teachers • Describing your school • Talking about rules and problems • Talking about plans for school exchange • Talking about activities and achievements <p>Tenses : Present, Imperfect, Near Future</p>
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LENT	<p>THEME: Identity and culture</p> <p>MODULE 3: MI GENTE</p> <ul style="list-style-type: none"> • Revision: Socialising and family • Revision: Using present tense • Describing people • Talking about social networks • Making arrangements • Talking about preferences • Talking about friends and family <p>Tenses : present continuos</p>	<p>MODULE 4: INTERESES E INFLUENCIAS</p> <ul style="list-style-type: none"> • Revision: Talking about free time activities • Revision: Using stem-hanging verbs • Talking about TV programmes and films • Talking about what you usually do • Talking about sports • Talking about what's trending • Describing different types of entertainment • Talking about who inspires you <p>Tenses: soler + infinitive, imperfect</p>
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SUMMER	<p>THEME: Local area/holiday/travel – Identity and culture</p> <p>MODULE 5: CIUDADES</p> <ul style="list-style-type: none"> • Revision: Talking about places in a town • Revision: Asking for and understanding directions • Describing the features of a region • Planning what to do 	<ul style="list-style-type: none"> • Shopping for clothes and presents • Talking about problems in a town • Describing a visit in the past <p>Tenses : Past, Present, Future, Conditional</p>
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YEAR 11

MICHAELMAS	<p>THEME: Identity and culture</p> <p>MODULE 6: DE COSTUMBRE</p> <ul style="list-style-type: none"> • Revision: Describing mealtimes • Revision: Talking about daily routine • Talking about illnesses and injuries • Talking about typical food • Comparing different festivals • Describing special days • Ordering in a restaurant • Talking about music festivals <p>Tenses: Passive, Reflexive Verbs, Preterite</p>	<p>THEME: Future aspirations/Study</p> <p>MODULE 7 : ¡A CURRAR!</p> <ul style="list-style-type: none"> • Revision: Talking about different jobs • Revision: Talking about job preferences • Talking about how you earn your money • Talking about work experience • Talking about the importance of languages • Applying for summer jobs • Discussing gap years • Discussing plans for the future <p>Tenses : Present, Present continuous, Past, Imperfect, Subjunctive, Future</p>
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LENT	<p>THEME: International and global dimension</p> <p>MODULE 8 : HACIA UN MUNDO MEJOR</p> <ul style="list-style-type: none"> • Revision: Describing types of houses • Revision: Talking about the environment • Talking about healthy eating • Discussing diet-related problems • Considering global issues • Talking about protecting the environment • Discussing healthy lifestyles • Talking about international sporting events and volunteering • Talking about natural disasters <p>Tenses : Modal verbs + Infinitive, Imperfect Subjunctive, Imperfect Continuous, Pluperfect</p>	<ul style="list-style-type: none"> • Preparation for the Speaking Exam • Revision
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