

Subject	September - October	November - December	January - February	March - April	May - June
<b>English</b>	Romeo and Juliet by William Shakespeare Focus on analysis of literary techniques and dramatic devices  First Certificate lessons for Second Language students preparing for this qualification.  Natives- Noughts and Cross the Play	Romeo and Juliet by William Shakespeare Focus on analysis of literary techniques and dramatic devices  First Certificate lessons for Second Language students preparing for this qualification.  Natives- Noughts and Cross the Play	The Curious Incident of a Dog- In- The- Night- Time By Mark Haddon Focus on literary analysis  First Certificate lessons for Second Language students preparing for this qualification.  Natives- Noughts and Cross the Play	The Curious Incident of a Dog- In- The- Night- Time By Mark Haddon Focus on literary analysis  First Certificate lessons for Second Language students preparing for this qualification.  Natives- Noughts and Cross the Play	Conflict poetry Focus on analysis of poetic devices  First Certificate lessons for Second Language students preparing for this qualification.  Natives- Noughts and Cross the Play
<b>Maths</b>	Number  Fractions Rounding Standard Form Percentages Ratio Estimating Bounds	Algebra  Expressions Equations Inequalities Formulae Quadratics	Graphs  Linear Real-life graphs Quadratics Inequalities	Shape and Space  Polygons Similarity Pythagoras Circle Theorems Trigonometry	Sets and Data  Set notation Venn diagrams Presenting data Analysing data Probability
<b>Science</b>	Characteristic of Living organisms Organisation of the organism The particulate nature of matter	Length and time Motion Mass and Weight Density	Transport in plants Atomic structure and the periodic table Ionic and Ionic bonds Molecules and covalent bonds	States of matter Molecular matter Evaporation Thermal expansion of solids, liquids and gases	General wave properties Reflection Refraction Dispersion of light Thin converging lens Electromagnetic

	Measurement Purity			Measurement of temperature Melting and boiling Conduction Convection Radiation Consequences of energy transfer	spectrum Sound
<b>Junior Entrepreneur</b>	Outline of the course Identifying and preparing product details.	Developing Business objectives Branding Company Name Prepare presentation Develop Business Planning Operating on Teams	Design Market Research Execute and analyse Market Research Adapt Product Pricing Strategy Enhance Business Plan	Prepare Presentation. Design promotion methods including the making of an advert Plan for Distribution Enhance Business Plan	Finalise Business Business Planning Prepare for Dragons Den competition.
<b>Geography</b>	<b>Development and Globalisation</b> How does the development of country link to worldwide globalisation? A consideration of the way countries develop at different rates and factors that may affect this.	<b>Our Oceans</b> How do we use our oceans? How do we benefit from them, but also how do we misuse them?	<b>Our Oceans</b> How do we use our oceans? How do we benefit from them, but also how do we misuse them? How do our oceans and coasts change over time and what factors influence this?	<b>The Atmosphere</b> A simple look at weather and atmospheric systems followed by atmospheric hazards. An additional look at how the climate is changing.	<b>Resource Sustainability</b> How can we be more sustainable consumers? Thinking about the way we use the different global resources and the long-term impact this is having.
<b>History</b>	Britain and the world in 1901	The League of Nations The rise of dictatorships	Why was there a Second World War?	The dropping of the atomic bomb	The moon landings The formation of the

	Causes of the First World War Trench warfare	What was life like in Hitler's Germany?	Dunkirk: victory or disaster? The Holocaust	Setting up the United Nations Why was there a Cold War?	European Union Decolonisation
<b>Sociales</b>	<p>Què és la història L'historiador Les fonts Edats de la història</p> <p>La fragmentació de l'imperi romà i els regnes germànics Vida quotidiana en un llogaret germànic Els visigots L'imperi bizantí L'Islam Consolidation L'imperi Carolingi</p>	<p>Les segones invasions bàrbares L'organització feudal El clergat La vida quotidiana als monestirs. La noblesa Els camperols</p>	<p>L'art i l'arquitectura del romànic L'escultura i la pintura del romànic Croades i pelegrinatges La prosperitat econòmica del S. XIII i la crisi del S. XIV El desenvolupament de les ciutats La producció artesana L'enfortiment del poder reial Les escoles i les universitats medievals L'art i l'arquitectura del gòtic L'escultura i la pintura gòtiques</p>	<p>La història d'al-Àndalus L'economia d'al-Àndalus La societat andalusina La cultura i l'art d'al-Àndalus La ciència i la medicina La influència islàmica a Catalunya</p>	<p>La resistència cristiana La corona de Castella La Marca hispànica i els comtats catalans Regnes cristians i convivència L'art medieval peninsular (inclòs aquí el català) La Corona d'Aragó Projecte</p>
<b>French</b>	<p>Facebook Present tense Opinions about people Direct object pronoun Describing a date in the past Describing a music event Using 3 tenses</p>	<p>Parts of the body Sport Il faut Healthy eating The future tense Plans to get fit Fitness levels</p>	<p>Jobs Learning languages Modal verbs The Imperfect tense Using a variety of tenses together</p>	<p>Holidays Inversion The conditional tense Reflexive verbs Combining tenses</p>	<p>Your rights Expressions with avoir Your priorities Direct object pronouns Things you buy Using si in complex phrases</p>

		Using 3 tenses together			What makes you happy
<b>German</b>	Role models Present tense Experiences Past tense Parts of the body The imperative Overcoming misfortune	Music Subject and object pronouns Playing/singing in a band Using seit Different bands Comparisons A music festival Separable in the perfect tense	Crazy ambitions The conditional Reasons for doing jobs Job ambitions Working in a ski resort Using in and auf	Childhood Using als The imperfect of modal verbs Comparing Primary and Secondary The superlative Grimms fairy tales The Imperfect tense Writing and telling a story	Age limits Word order with conjunctions What's important to us Life now and in the past Past, present and future tenses How we can make a difference Developing ideas and justifying opinions What makes us happy
<b>Spanish A</b>	Lectura: Bajo la Fría Luz de Octubre Tema 1: El don <ul style="list-style-type: none"> <li>Comprender un texto narrativo</li> <li>Acentuar palabras con diptongos y triptongos</li> <li>Reconocer temas y tópicos literarios</li> <li>Extraer las ideas principales de un texto</li> </ul> Tema 2: La isla desconocida <ul style="list-style-type: none"> <li>Conceptos de coherencia,</li> </ul>	Lectura: Bajo la Fría Luz de Octubre Tema 4: Soy un incorpóreo <ul style="list-style-type: none"> <li>Los géneros literarios</li> <li>La presentación oral</li> <li>Uso de la "h"</li> <li>Sintagma nominal y sintagma verbal</li> <li>El sintagma adjetival, adverbial y preposicional</li> </ul> Tema 5: La mitad más uno	Lectura: El Lazarillo de Tormes Tema 6: Fuego en la nieve <ul style="list-style-type: none"> <li>La ironía en los textos narrativos</li> <li>Sujeto y predicado</li> <li>La concordancia</li> <li>Predicado nominal y verbal</li> </ul> Tema 7: Las palabras terribles <ul style="list-style-type: none"> <li>El emisor</li> <li>Los textos prescriptivos</li> <li>Uso de "ll" y "y"</li> </ul>	Lectura: El Lazarillo de Tormes / Sin noticias de Gurb Tema 9: El lugar más frío de la Tierra <ul style="list-style-type: none"> <li>Los medios de comunicación y la prensa digital</li> <li>La connotación</li> <li>Palabras tabú y eufemismos</li> <li>Los signos de exclamación</li> <li>Tipos de complementos circunstanciales</li> <li>El Complemento</li> </ul>	Lectura: Sin noticias de Gurb Tema 11: Anuncios publicitarios <ul style="list-style-type: none"> <li>La publicidad</li> <li>El mensaje publicitario y el eslogan</li> <li>El cartel publicitario</li> <li>Las locuciones</li> <li>Frases hechas</li> <li>Los signos de puntuación, la raya.</li> <li>Tipos de oraciones</li> <li>La prosa medieval</li> </ul>

	<p>adecuación y cohesión textual</p> <ul style="list-style-type: none"> <li>• Préstamos y extranjerismos</li> <li>• Palabras don hiatos</li> <li>• Clases de palabras</li> </ul> <p>Tema 3: El joven príncipe</p> <ul style="list-style-type: none"> <li>• Los conectores</li> <li>• La acentuación de monosílabos</li> <li>• Clases de palabras</li> </ul>	<ul style="list-style-type: none"> <li>• Las palabras compuestas</li> <li>• El narrador y tipos</li> <li>• Elementos narrativos</li> <li>• Tipos de personajes: planos o redondos</li> </ul>	<ul style="list-style-type: none"> <li>• Complemento directo y complemento indirecto</li> </ul> <p>Tema 8: Aquel verano</p> <ul style="list-style-type: none"> <li>• Tipologías textuales según el ámbito de uso</li> <li>• Uso de la “x” y la “s”</li> <li>• El atributo y el complemento predicativo</li> <li>• El atributo</li> <li>• El fragmento teatral (Lorca)</li> </ul>	<p>de régimen</p> <p>Tema 10: Hallada en África una gran sima de huesos con una nueva especie humana</p> <ul style="list-style-type: none"> <li>• El periódico. Función y partes.</li> <li>• Los géneros de opinión y los informativos</li> <li>• Diccionarios e interpretación de información</li> <li>• La división de palabras</li> <li>• Clases de palabras</li> <li>• La poesía medieval</li> </ul>	<p>Tema 12: Hamburguesa “Julio Verne”</p> <ul style="list-style-type: none"> <li>• Los textos en internet</li> </ul>
<b>Spanish B</b>	<p>Unidad 1: Somos así</p> <ul style="list-style-type: none"> <li>• Hablar de las cosas que te gustan, la semana, las películas, una fiesta de cumpleaños, los famosos</li> <li>• Verbos regulares e irregulares en presente</li> <li>• El futuro</li> <li>• El pasado</li> </ul>	<p>Unidad 2: ¡Oriéntate!</p> <ul style="list-style-type: none"> <li>• Hablar de qué tienes que hacer en el trabajo, en qué te gustaría trabajar en el futuro, descripción del trabajo ideal</li> <li>• Usar “tener que”</li> <li>• Concordancia adjetival</li> <li>• El futuro</li> </ul>	<p>Unidad 3: En forma</p> <ul style="list-style-type: none"> <li>• Hablar de qué tienes que hacer en el trabajo, en qué te gustaría trabajar en el futuro, descripción del trabajo ideal</li> <li>• Usar “tener que”</li> <li>• Concordancia adjetival</li> <li>• El futuro</li> </ul>	<p>Unidad 4: Jóvenes en acción</p> <ul style="list-style-type: none"> <li>• Hablar sobre los derechos de los niños, el comercio justo, el reciclaje y explicar cómo cambian las ciudades</li> <li>• El verbo “poder”</li> <li>• Expresar tu punto de vista</li> <li>• Usar “se debería”</li> </ul>	<p>Unidad 5: Una aventura en Madrid</p> <ul style="list-style-type: none"> <li>• Formas de cortesía para saludar a las personas, la búsqueda del tesoro, comprar recuerdos y hablar sobre lo que haremos en el futuro</li> <li>• Expresiones con</li> </ul>

	<ul style="list-style-type: none"> <li>• Usar el presente, pasado y futuro juntos</li> </ul>	<ul style="list-style-type: none"> <li>• Usar el presente, pasado y futuro juntos</li> </ul>	<ul style="list-style-type: none"> <li>• Usar el presente, pasado y futuro juntos</li> </ul>	<ul style="list-style-type: none"> <li>• El imperfecto</li> </ul>	<p>“tener”</p> <ul style="list-style-type: none"> <li>• El superlativo</li> <li>• El comparativo</li> <li>• El futuro simple</li> </ul>
<b>Catalan</b>	<ul style="list-style-type: none"> <li>*Comprendre un text narratiu i extreure'n informació</li> <li>*Explicar una anècdota</li> <li>* Conèixer les normes d'accentuació i aplicar-les</li> <li>* Identificar i fer servir els diferents temps verbals en passat</li> <li>* Redactar anècdotes en passat</li> <li>* Ampliar el vocabulari del calendari</li> <li>*Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. <i>Saber-ne fer una valoració global</i></li> <li>* Comprendre i analitzar un text narratiu</li> <li>* Ampliar el vocabulari relatiu a les relacions humanes i familiars</li> <li>* Conèixer i aplicar les</li> </ul>	<ul style="list-style-type: none"> <li>* Comprendre i extreure informació d'un text narratiu i descriptiu</li> <li>*Ampliar el vocabulari dels accidents geogràfics</li> <li>* Parlar i escriure sobre el cartell d'una pel·lícula</li> <li>* Conèixer algunes característiques dels adjectius</li> <li>*Usar correctament les grafies de la essa sorda</li> <li>*Conèixer la vida i l'obra d'un representant de la literatura medieval: Ramon Llull</li> <li>*Fer un pòster amb fragments literaris de l'obra de Llull. Il·lustra els aspectes més importants de la seva vida</li> </ul>	<ul style="list-style-type: none"> <li>*Preparar i fer una exposició oral</li> <li>*Ampliar el vocabulari sobre les activitats favorites</li> <li>*Utilitzar correctament l'apòstrof i les contraccions</li> <li>*Definir i identificar els diferents tipus de paraules</li> <li>* Comprendre i extreure informació d'un text narratiu històric</li> <li>* Ampliar el vocabulari referent al camp del saber</li> <li>*Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. <i>Saber-ne fer una valoració global</i></li> </ul>	<ul style="list-style-type: none"> <li>* Comprendre un text publicitari</li> <li>* Ampliar el vocabulari referent a la publicitat</li> <li>*Conèixer els temps del mode subjuntiu i utilitzar-los correctament per fer hipòtesis</li> <li>* Aplicar les normes ortogràfiques de l'ús de les grafies j/g, x/ix, tx/ig</li> <li>* Dissenyar un cartell publicitari</li> </ul>	<ul style="list-style-type: none"> <li>* Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. <i>Saber-ne fer una valoració global</i></li> <li>*Usar correctament l'imperatiu</li> <li>*Usar correctament els signes de puntuació</li> <li>*Comprendre l'estructura de les instruccions i redactar una llista de consells</li> <li>* Conèixer les dues funcions de la dièresi i aplicar-les</li> <li>*Conèixer i usar els connectors textuais</li> <li>* Ampliar el vocabulari de la cuina i dels oficis</li> <li>*Conèixer la història de la llengua catalana</li> <li>* Pòster i presentació</li> </ul>

	<p>normes ortogràfiques de la essa sorda i essa sonora</p> <p>*Escriure un retrat incloent característiques físiques i psicològiques</p>		<p>*Enriquir el meu vocabulari referent als mitjans de comunicació</p> <p>*Fer un treball de camp per a utilitzar la informació per a un debat</p> <p>*Escriure correctament l'apòstrof i el guionet en casos especials</p> <p>* Usar correctament les grafies b/v</p>		<p>dels fets i la informació clau</p>
<b>Art &amp; Design</b>	<p>Students will be introduced to an exemplar set of artworks and their associated written evaluations. Students will discuss the five main areas of art evaluation.</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Style</li> <li>• Process/media</li> <li>• Colour/mood</li> <li>• Theme.</li> </ul> <p>Students will then be asked to complete a short benchmarking</p>	<p><b>Ink work booklet continued---</b></p> <p>Students will be introduced to the theme of mark making and to the process of Pen and Ink. They will learn how different marks, although not pictorial or realistically representative can illustrate a word, point, subject or emotion. This area will be covered by the completion of the mark making booklet.</p>	<p><b>Final piece cntd--</b></p> <p>Based upon students' performance in the previous stage Students will then choose to recreate one of the following-</p> <p>A Van Gogh's pieces in full. Special attention will be placed on guiding students to choose pieces that are both attainable yet challenging to their</p>	<p><b>Cntd---</b></p> <p>Students will recreate a section of the sunflower painting. Students will be given each a section to paint. The painting will be split up into many small squares so that they can come together and create the painting as a whole.</p> <p><b>Final Piece</b></p> <p>Students will be introduced to what a final piece is and what</p>	<p><b>Final Piece ctd--</b></p> <p>Students will be introduced to what a final piece is and what the expectations are of one.</p> <p>Students will be given the opportunity to choose between an A3 piece of paper and an A4 piece of paper based on their ability, students with higher ability could potentially work smaller as this is</p>

	<p>exercise evaluating Alberto Giacometti “Mother”</p> <p><b>EXPRESSIVE LINE PROJECT</b></p> <p><b>Introduction</b></p> <p>Students will be introduced to the work of Vincent Van Gogh, in particular his Ink sketches of landscapes. Special attention will be placed upon the types of expressive mark making Van Gogh uses in this work and how he draws what he feels as opposed to what he sees. students will be shown a short PowerPoint.</p> <p>Students will be split into groups of 6 and set the task of completing a large version of La noche estrellada for the</p>	<p>Tasks covered-</p> <ul style="list-style-type: none"> <li>• Line, shape, expression</li> <li>• mark making squares</li> <li>• Ink wash</li> <li>• Casa pesca en el mar (landscape)</li> <li>• Portrait of patience (portraiture)</li> </ul> <p>Students will initially look at Van Gogh’s Mare de cotes sketches and try to reproduce sections of them. Special attention will be placed upon students both identifying and also recreating the types of expressive marks within the piece.</p> <p><b>Final piece</b></p> <p>Based upon students’ performance in the previous stage</p>	<p>level of ability. OR</p> <p>Students will be asked to bring in an original landscape picture.</p> <p>These pictures will be blown up to A4 size. Students will trace the general outline and then apply the knowledge gained and complete the pictures by experimenting with the mark making techniques they have learnt from the previous stages. This piece is aimed not to be a photographic representation but a creative, emotional response to the portrait..</p> <p><b>Mixing &amp; Application</b></p> <p>Students will revisit mixing paints. However, in year 9</p>	<p>the expectations are of one.</p> <p>Students will be given the opportunity to choose between an A3 piece of paper and an A4 piece of paper based on their ability, students with higher ability could potentially work smaller as this is tighter and requires more skill to achieve a Van Gogh style painting.</p> <p>Students will take their own photograph of a landscape and use this to submit to a website provided by their teachers.</p> <p>All students will transfer their image directly onto the paper using HB or 2B pencil.</p> <p>Students with low ability can paint the background colour and apply gestural marks on top with oil pastels.</p> <p>High ability students to work directly onto the paper using Acrylic paint. The final outcome to be a landscape painting.</p>	<p>tighter and requires more skill to achieve a Van Gogh style painting.</p> <p>Students will take their own photograph of a landscape and use this to submit to a website provided by their teachers.</p> <p>All students will transfer their image directly onto the paper using HB or 2B pencil.</p> <p>Students with low ability can paint the background colour and apply gestural marks on top with oil pastels.</p> <p>High ability students to work directly onto the paper using Acrylic paint. The final outcome to be a landscape painting.</p>
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	<p>following lesson. Each team will have a captain responsible for organizing the team. Each student will take a piece of the picture to complete during the lesson and for home in wax. Special attention will be placed on mark making, colour and fitting the pieces together.</p> <p><b>Ink work booklet</b></p> <p>Students will be introduced to the theme of mark making and to the process of Pen and Ink. They will learn how different marks, although not pictorial or realistically representative can illustrate a word, point, subject or emotion. This area will be covered by</p>	<p>Students will then choose to recreate one of the following-</p> <p>A Van Gogh's pieces in full. Special attention will be placed on guiding students to choose pieces that are both attainable yet challenging to their level of ability.</p> <p>OR</p> <p>Students will be asked to bring in an original landscape picture.</p> <p>These pictures will be blown up to A4 size. Students will trace the general outline and then apply the knowledge gained and complete the pictures by experimenting with the mark making</p>	<p>they will be learning how to mix paints with Acrylic.</p> <p>Students will revisit what primary, secondary and tertiary colours are and how to create them based on the acrylic colours presented to them. These particular colours will be sourced from Vincent's paintings. All students will be given a mixing and application worksheet.</p> <p>Students will learn what tints and hues are and how to create them.</p> <p>Students will learn how to apply paint in the style of Van Gogh focusing on gestural marks.</p>	<p>Students with low ability can paint the background colour and apply gestural marks on top with oil pastels.</p> <p>High ability students to work directly onto the paper using Acrylic paint. The final outcome to be a landscape painting.</p>	
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	<p>the completion of the mark making booklet. Tasks covered-</p> <ul style="list-style-type: none"> <li>• Line, shape, expression</li> <li>• mark making squares</li> <li>• Ink wash</li> <li>• Casa pesca en el mar (landscape)</li> <li>• Portrait of patience (portraiture)</li> </ul> <p>Students will initially look at Van Gogh's Mare de cotes sketches and try to reproduce sections of them. Special attention will be placed upon students both identifying and also recreating the types of expressive marks within the</p>	<p>techniques they have learnt from the previous stages. This piece is aimed not to be a photographic representation but a creative, emotional response to the portrait.</p>	<p>They will look at texture, application and direction.</p> <p>Students will revisit a selection of van gogh's pieces that were produced during different emotional stages in his life they will be –</p> <p>The sunflowers series</p> <p>Wheat field with crows</p> <p>The aim is for students to understand the links made with colour theory and emotions and how this links to the work of Vincent Van Gogh and the Fauvist movement.</p> <p>Students will recreate a section of the sunflower painting.</p>		
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	piece.		Students will be given each a section to paint. The painting will be split up into many small squares so that they can come together and create the painting as a whole.		
<b>Drama</b>	Building and developing confidence and trust. Establishing excellent team work Performing a duologue Experimenting with the chorus Practical exploration of Romeo and Juliet	Reviewing a piece of life theatre. Consolidating improvisational skills Using Stanislavski to improve physical and vocal technique Practical exploration of Romeo and Juliet	Introduction to key practitioners and important drama techniques such as thought-tracking, flashback, physical theatre and the use of placards Delivering a monologue	Using stimuli to create and perfect a piece of theatre with a specific intention in mind for audience. Creating an extended piece of exploration - scripting, designing lighting/sound plot and costume design	Performance to audience of devised practical performance with written evaluation of the process – parents will be invited!
<b>Computing</b>	E-safety – students will look at how to stay safe when using social networks and will recap other e-safety topics including how to prevent viruses.	Information, reliability and bias – students will discover how to safely and efficiently search the web for information and then decide how trustworthy the information they have found is.	Web development – students will have an introduction to HTML coding and will design and create their own website.	ICT in business – students will use various software packages to create files for a business. This will include spreadsheets and databases and also letters, posters and flyers.	Programming – students will build on their programming knowledge from Y8 and learn more complex commands in Python such as how to read and write to files.
<b>Music</b>	Theme and Variations: Students study variation form by analysing a piece	Musicals: Students study songs from different musicals,	World Music: Melodies Students will study the traditions of Javanese Gamelan and Indian	Film Music: Students study the musical elements used in a selection of famous	Fusions: Students select two of the units of work they have covered in Years 8 & 9, combining

	by Mozart. They then use some of the same techniques to alter a well-known theme into their own set of theme and variations.	looking at some of the compositional techniques used. They work in small groups to recreate a song from a selection of well-known musicals, either singing or playing an accompanying instrument.	Raga music, discovering how different types of scales can be used to create unique melodies.	film music, focusing on how the composer has captured a specific mood/emotion. They put this into practice by composing a film music cue to accompany a scene from a movie.	elements of each together to create an original fusion composition.
<b>Physical Education (PE)</b>	This is the CORE PE curriculum and maps against the developments from the past two years. The focus for CORE PE is to develop a confident, passion for sports, exercise and leading a healthy, active lifestyle. Development and progression of skill-based-mastery in a variety of sporting activities occur throughout the year. Students can select activities from; <i>Football, Basketball, Rugby, Netball, Table-Tennis, Padel, Rounders, Trampolining and Athletics.</i>				
<b>Physical Education (Games)</b>	<i>This is an optional area for students for Y9.</i> Students follow a new and specifically designed PE curriculum based on the practical and theoretical requirements of the skills, techniques and application towards a higher and more competitive outcome. All elements are set against the iGCSE PE criteria and allow for further progression in Y10 & Y11 within the course. The main focus for the year is to introduce students and develop various theory and practical elements within the course, such as: <i>Anatomy and Physiology; Health, Fitness &amp; Wellbeing; Social, Cultural &amp; Ethical Issues; Skill Acquisition and Sports Psychology.</i>				