

ITALIA CONTI ACADEMY

Theatre Arts School

YEAR 7, 8 and 9

CURRICULUM OVERVIEW

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ENGLISH - KEY STAGE 3 CURRICULUM OVERVIEW

	Year 7	Year 8	Year 9
Autumn 1	<p><u>Ghosts and the Supernatural</u></p> <p>Core Text: The Ghost of Thomas Kempe by Penelope Lively</p> <p>Skills Focus: Writing.</p> <p>Tasks: Pupils will be encouraged to write in a range of forms, and for different purposes, using text as stimulus e.g. diaries, letters, book reviews etc. using accurate grammar punctuation and spelling .Pupils will be encouraged to use ICT in order to enhance and present their work, e.g. using text manipulation programs to explore a text, check and edit work.</p> <p>Organisation, structure and qualities of texts to suit different audiences and purposes.</p> <p>Pupils will be encouraged to read in their own time and to discuss their favourite reading. Ample opportunity will be given for pupils to read aloud in order to learn to highlight</p>	<p><u>Fairy Tales</u></p> <p>Core Texts: Classic Fairy Tales</p> <p>Skills Focus: Form analysis</p> <p>Writing assessment: Write a narrative which uses the features of the fairy tale genre.</p> <p>Reading assessment: Explore variations in fairy tales, related to the oral tradition.</p>	<p><u>Descriptive Writing :</u></p> <p><u>Character Core Text:</u> Animal Farm.</p> <p>Skills Focus: Language analysis</p> <p>Writing assessment: Write a detailed description of a character.</p> <p>Reading assessment: Compare and contrast how characters are presented in texts you have read.</p>

Autumn 2	<p><u>Ye Olde to Yolo</u></p> <p>Core Texts: Various fiction and non-fiction from 10th-21st century.</p> <p>Skills Focus: Research and exploration.</p> <p>Writing assessment: Write a magazine article to explain how language has changed over time.</p> <p>Reading assessment: How does Anita Desai use dialect to describe her Indian setting in "Village by the Sea" effectively?</p>	<p><u>Family Issues</u></p> <p>Core Text: Skellig .</p> <p>Skills Focus: Exploring context.</p> <p>Tasks :Pupils will read consider the social and personal issues within the novel "Skellig"by David Almond, relating it to personal experience, its historical context and its relevance today.</p> <p>Enrichment: Viewing of "The Owl Man" movie 2009</p>	<p><u>Faces of War</u></p> <p>Core Text: War Poetry anthology</p> <p>Skills Focus: Poetry Analysis</p> <p>Writing assessment: Write a letter to the Prime Minister giving your views on the issues faced by soldiers when they return from service.</p> <p>Reading assessment: Compare how the poet presents the idea of war. Write about:</p> <p>Enrichment: Fundraising for war veterans, poppy appeal.</p>
Spring 1	<p><u>Dickens</u></p> <p>Core Text: Various extracts of Dickens' work.</p> <p>Skills focus: Reading and understanding of social/historical context.</p> <p>Writing assessment: Write a description of a character, person or event in the style of Charles Dickens.</p> <p>Reading assessment: Analytical reading task e.g. How does Dickens create character, place or event effectively?</p> <p>Enrichment: Guided walk of Dickens' Islington.</p>	<p><u>Journeys</u></p> <p>Core Text: Canterbury Tales</p> <p>Skills Focus: Travel Writing</p> <p>Writing task: Write a lively pitch for Dragons Den for your own Pilgrimage travel company</p> <p>Reading Task: How is the Pardoner presented?</p> <p>Enrichment: Pitch off</p>	<p><u>Writing to present a point of view.</u></p> <p>Core Texts: Various fiction and non-fiction including key speeches, e.g. of Martin Luther King, Churchill, Barack Obama.</p> <p>Writing assessment: Write a speech on a topic on which you feel strongly.</p> <p>Reading assessment: Analyse the rhetorical devices used in Old Major's speech in Animal Farm.</p> <p>Enrichment: Deliver speech to year group.</p>

Spring 2	<p><u>Fantasy and a touch of horror</u></p> <p>Core Text: Coraline by Nick Gaiman</p> <p>Skills focus: Theme analysis.</p> <p>Tasks: Pupils will be encouraged to read and respond to a range of text, literary and non-literary on the theme of ‘Fantasy and a touch of horror’. They will also take part in a variety of oral and written tasks connected to the theme.</p> <p>Enrichment: Film version of text</p>	<p><u>Ballads</u></p> <p>Core Text: Poetry Anthology pre1914 and contemporary</p> <p>Focus: Comparative essays</p> <p>Writing assessment: Write your own ballad.</p> <p>Reading Assessment: Write about the poems and their effect on you. Discuss how they are similar and how they are different.</p>	<p><u>Prejudice</u></p> <p>Core text: Romeo and Juliet.</p> <p>Skills Focus: Analysis of theme. Study of whole Shakespeare play</p> <p>Writing assessment: Write a letter to a newspaper about a type of prejudice that upsets or annoys you, e.g. sexism, racism.</p> <p>Reading assessment: Explore how the theme of prejudice is presented in a variety of fiction and non-fiction texts.</p> <p>Enrichment: Viewing of film version of Romeo and Juliet or Westside story. Writing/presenting a review.</p>
Summer 1	<p><u>Introduction to Shakespeare</u></p> <p>Core Text: A Midsummer Night’s Dream.</p> <p>Skills focus: Character analysis.</p> <p>Writing assessment: As Bottom, write an account of your ‘Dream’</p> <p>Reading assessment: How is the character of Bottom presented?</p> <p>Enrichment : Acting out of short extracts featuring the mechanicals.</p>	<p><u>Witchcraft</u></p> <p>CoreText: Macbeth</p> <p>Skills Focus: Theme analysis (power / witches?) / Layers of meaning Writing task: Transform the witches and their spell into a modern narrative suitable for other year 8s.</p> <p>Reading task: How is the theme of witchcraft presented in Macbeth?</p> <p>Enrichment: Acting presentation of key scenes</p>	<p><u>Perfect Presentation</u></p> <p>Resources: AQA exemplar/assessment DVD</p> <p>Skills focus :Speaking and Listening.</p> <p>Tasks: Analysing the features that make a good presentation, researching and writing your own presentation. Practising responding to audience questions.</p> <p>Speaking and Listening assessment: Delivering presentation to class .</p>
Summer 2	<p>Exam Revision and preparation.</p> <p>Year 8 transitional unit: Revision of grammar, spelling and punctuation skills.</p>	<p>Exam Revision and preparation</p> <p>Year 9 transition unit: Approaches to studying a whole Shakespeare play.</p>	<p>Exam Revision and preparation.</p> <p>Year 10 transition unit: The 19th Century novel.</p>

MATHS - KEY STAGE 3 CURRICULUM OVERVIEW

The Mathematics schemes of work have been written in line with the aims and ethos of the new national curriculum. We aim to ensure that our students gain the mathematical knowledge and skills needed for modern life, have access into further education and are able to compete in a job market they may well need to enter whilst developing their theatrical career.

Preparation for GCSE is a five year journey. Each year group is allocated appropriate, differentiated content to ensure that all students make progress in the units of study from year 7 through to GCSE. Students have 4 lessons per week, each lasting 40 minutes. Group work and kinaesthetic activities are incorporated regularly in lessons and students have access to laptops and PCs in the Mathematics classroom. Students with particular learning needs are fully supported. Very able students are given opportunities to explore Mathematics beyond what is covered in the lesson. Independent learning is encouraged and we ask students to take up opportunities to enhance their own progression through continuous revision of topics covered. Homework is set via the "mymaths" website which is also a useful resource for students who are absent due to work commitments.

At Key Stage 3 all students achieve fluency in the basic skills of each strand of Mathematics so they will be able to recall and apply knowledge rapidly and accurately. As students develop a deeper understanding of fundamental concepts, they will learn how to reason mathematically and build on prior knowledge. They will gain experience in applying mathematics to various problems with increasing sophistication. At the end of year 9 we begin to prepare for the GCSE examination.

The new assessment at GCSE has a much greater emphasis on problem solving, reasoning and quality of written communication than it did previously. Our schemes of work include application of knowledge and skills in a wide variety of problem solving exercises as far as time restraints allow, given that some curriculum time is taken up with performances. Students will develop resilience as they learn that success may not be immediate. They are encouraged to think independently and choose the mathematics they need to apply in different situations.

The new grading system for GCSE is 9 -1 with 9 being the highest grade. Grade 4 is considered to be the desirable minimum grade. As previously, the exams taken will be in two tiers, higher and foundation. However, **the content of both is of a much greater level of difficulty than it was previously.** Students taking the foundation tier can achieve a grade 5-1 and those taking the higher can achieve a grade 9-4. We will be able to recommend a student's tier of entry as appropriate at the end of Key Stage 3.

We will assess students' progress in fluency, reasoning and problem solving through classwork, homework, and internal examinations. Assessment will be used to ensure students are secure in their understanding of a topic and to target intervention where it is needed. Classwork will be marked regularly and feedback given promptly. Students will be encouraged to respond to this and to monitor their own progress.

The internal examinations will cover learning objectives that pupils have met up to that point to be on course for grades 9-1 at GCSE. Results for these assessments are reported as percentages with a most likely projected GCSE grade based on performance so far.

Year 7 Curriculum overview 2017/18

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>Using numbers</p> <ul style="list-style-type: none"> • Reading tables & charts • Money problems • Negative numbers <p>Sequences</p> <ul style="list-style-type: none"> • Spotting patterns • Using the general term for a sequence <p>Data</p> <ul style="list-style-type: none"> • Bar charts for discrete and continuous data. <p>Shape</p> <ul style="list-style-type: none"> • Area of shapes • Perimeter • Volume of cubes & cuboids 	<p>Using numbers</p> <ul style="list-style-type: none"> • Revision of mental and written methods for calculations • Order of operations • Square numbers, indices and roots <p>Decimals</p> <ul style="list-style-type: none"> • Place value and $\div \times$ by 10,100, etc • Calculations and rounding. <p>Data</p> <ul style="list-style-type: none"> • Averages • Charts and diagrams • Grouped frequency <p>Measures</p> <ul style="list-style-type: none"> • Metric conversions 	<p>Algebra</p> <ul style="list-style-type: none"> • Algebraic expressions • Substitution & formulae <p>Fractions</p> <ul style="list-style-type: none"> • Equivalence & comparisons • Converting between improper fractions and mixed numbers • Addition and subtraction <p>Shape</p> <ul style="list-style-type: none"> • Measuring and drawing angles • Calculating angles in diagrams. 	<p>Graphs</p> <ul style="list-style-type: none"> • Coordinates • Drawing simple line graphs • Using real-life graphs <p>Percentages</p> <ul style="list-style-type: none"> • Equivalence of % , fractions & decimals • Calculating percentages • Calculating percentage increase & decrease <p>Probability</p> <ul style="list-style-type: none"> • Expressing probability as a fraction or decimal 	<p>Algebra</p> <ul style="list-style-type: none"> • Solving simple equations <p>Shape</p> <ul style="list-style-type: none"> • Line symmetry • Tessellation <p>Data</p> <ul style="list-style-type: none"> • Using and constructing pie charts • Comparing data sets • Statistical surveys and reports 	<p>Shape</p> <ul style="list-style-type: none"> • Naming and drawing 3D shapes • Faces, edges & vertices • Nets of 3D shapes <p>Ratio</p> <ul style="list-style-type: none"> • Using ratio notation for comparisons • Simplifying ratios • Sharing quantities into ratios • Problem solving

Year 8 Curriculum overview 2017/18

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>Using numbers</p> <ul style="list-style-type: none"> • Factors, multiples • HCF & LCM • Indices & roots • Negative numbers <p>Geometry</p> <ul style="list-style-type: none"> • Calculating angles in parallel lines and diagrams • Constructions • Transformations (enlargement, rotation, translation) <p>Probability</p> <ul style="list-style-type: none"> • Calculating theoretical and experimental probability 	<p>Using numbers</p> <ul style="list-style-type: none"> • Written methods for calculations including decimals. <p>Percentages</p> <ul style="list-style-type: none"> • Percentage change • Efficient use of calculator • Original amounts after % change <p>Near Sequences</p> <ul style="list-style-type: none"> • Spotting term to term patterns • Using flow diagrams • Finding and using the general term <p>Shape</p> <ul style="list-style-type: none"> • Area of trapezia and composite shapes • Surface area • Volume of 3D shapes 	<p>Using numbers</p> <ul style="list-style-type: none"> • Rounding to decimal places and significant figures • Estimating • $\times \div$ decimal numbers by multiples of 10 <p>Graphs</p> <ul style="list-style-type: none"> • Drawing straight line graphs from equations • Gradient & intercept • Use of $y = mx + c$ • Distance/time graphs <p>Data</p> <ul style="list-style-type: none"> • Charts and tables • Scatter graphs 	<p>Algebra</p> <ul style="list-style-type: none"> • Simplifying Expressions • Using rules of indices • Expanding brackets <p>Shape</p> <ul style="list-style-type: none"> • Congruence and similarity • Conditions of congruence • Enlargement (including fractional scale factors) • Use of centre of enlargement. <p>Ratio</p> <ul style="list-style-type: none"> • Scale drawings • Ratios of length to area and volume 	<p>Using numbers</p> <ul style="list-style-type: none"> • Mental $\div \times$ combinations of decimal and whole numbers <p>Fractions</p> <ul style="list-style-type: none"> • $+$ $-$ $\div \times$ fractions and mixed numbers <p>Circles</p> <ul style="list-style-type: none"> • Parts of a circle • Circumference of area <p>Proportion</p> <ul style="list-style-type: none"> • Direct proportion • Direct proportion graphs • Problem solving • Inverse proportion 	<p>Algebra</p> <ul style="list-style-type: none"> • Solving equations including brackets • Unknowns on both sides • Fractional coefficients • Introduction to quadratics – 2 solutions • Rearranging formulae to change subject <p>Data</p> <ul style="list-style-type: none"> • Compare 2 data sets • Grouped frequency tables and bar charts • Continuous data • Misleading data

Year 9 Curriculum overview 2017/18

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>Percentages</p> <ul style="list-style-type: none"> • Efficient calculation • Original amount after a change • Simple interest • Repeated % change <p>Algebra</p> <ul style="list-style-type: none"> • Solve equations • Rearrange formulae • Equations for problem solving <p>Shape</p> <ul style="list-style-type: none"> • Interior/exterior angles • Tessellation <p>Data</p> <ul style="list-style-type: none"> • Reading charts and tables • Comparing data sets • Statistical investigation 	<p>Circles</p> <ul style="list-style-type: none"> • Revision of area and circumference • Problem solving <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> • Finding lengths in triangles • Problem solving <p>Data</p> <ul style="list-style-type: none"> • 2 way tables • Time series graphs • Mean from grouped frequency • Cumulative frequency curves • Correlation & using line of best fit • Statistical investigation 	<p>Fractions</p> <ul style="list-style-type: none"> • Revision of calculations with fractions and mixed numbers <p>Algebra</p> <ul style="list-style-type: none"> • Expanding brackets (including two sets of brackets) • Factorising expressions including quadratics • Difference of 2 squares <p>Decimals</p> <ul style="list-style-type: none"> • Revision of $\times \div$ decimal numbers by multiples of 10 • \times by negative powers of 10 • Standard form • Upper & lower bounds 	<p>Area</p> <ul style="list-style-type: none"> • Area of composite shapes • Surface area and volume of 3D shapes including prisms and cylinders <p>Algebra</p> <ul style="list-style-type: none"> • Solving simultaneous equations graphically • Drawing quadratic graphs to solve quadratic equations. • Drawing cubic graphs to solve cubic equations. 	<p>Compound measures</p> <ul style="list-style-type: none"> • Distance/speed time • Density/mass/volume • Unit costs / best price <p>Shape</p> <ul style="list-style-type: none"> • Similar triangles • Use of similarity in problem solving <p>Probability</p> <ul style="list-style-type: none"> • Tree diagrams <p>Proof</p> <ul style="list-style-type: none"> • Introduction to algebraic proof • Introduction to geometric proof 	<p>Trigonometry</p> <ul style="list-style-type: none"> • Trigonometrical ratios – tangent, sine & cosine • Find missing lengths and angles in right angles triangles • Problem solving <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> • Revision of Pythagoras and combined problems with trigonometry <p>Sequences</p> <ul style="list-style-type: none"> • Revision of linear sequences • Introduction to geometric sequences

SCIENCE - KEY STAGE 3 CURRICULUM OVERVIEW

Autumn Term Year 7	Autumn Term Year 8	Autumn Term Year 9
<ul style="list-style-type: none"> ➤ Safety in Science ➤ Chemistry • Solutions • Separation techniques • Physical and chemical reactions • The Ph scale MID TERM ASSESSMENT • Acid rain • Acid reactions • Metals and non-metals compounds • Particles • Diffusion • Solids, liquids and gas • Dissolving and solubility • Pressure 	<ul style="list-style-type: none"> ➤ Genetics and environment • Adaptation • Energy flow • Photosynthesis • Chemicals in food chains • Recycling carbon • Behaviour MID TERM ASSESSMENT • Selective breeding • Genetic engineering ➤ Physics • Forces • Pivots • Pressure • Circular motion 	<ul style="list-style-type: none"> ➤ Chemistry • Elements and compounds • Properties of metals • Metal reactions • Combustion • Global warming • Chemical formulas and balancing equations • Extraction of iron MID TERM ASSESSMENT • Chemical salts • Atomic structure • Chemical reactions
Spring Term Year 7	Spring Term Year 8	Spring Term Year 9
<ul style="list-style-type: none"> ➤ Cells and reproduction • Microscopes • Cells and tissues • Parts of blood • Human reproduction • Plant reproduction MID TERM ASSESSMENT ➤ Electricity • Using electricity • Series and parallel circuits • Fuses • Voltage and current • Discovering electricity • Magnetism • Electromagnets 	<ul style="list-style-type: none"> • Terminal velocity • Sound • Light and shadows • Reflection • Colour ➤ Chemistry • Metals • Conservation of mass MID TERM ASSESSMENT • Alloys • Fuels • Acid rain • Alternative fuels ➤ Human body and health • Organs in the body 	<ul style="list-style-type: none"> ➤ Biology • Nutrition and diet • Food tests • Digestive system • Enzymes MID TERM ASSESSMENT • Respiration • The respiratory system • Smoking and health • Photosynthesis • Energy flows • Bioaccumulation in food chains
Summer Term Year 7	Summer Term Year 8	Summer Term Year 9
<ul style="list-style-type: none"> ➤ Energy • Energy forms • Energy in food • Food chains • Fossil fuels • Stored energy ➤ Forces • Types of forces MID TERM ASSESSMENT • Friction • Weight and mass • Speed 	<ul style="list-style-type: none"> • Food and diet • Food tests • Digestive system • Breathing MID TERM ASSESSMENT • Smoking • Heart and circulation • Respiration • Muscles and skeleton • Health and lifestyle choices 	<ul style="list-style-type: none"> • Human reproduction • Birth control • Light and colour • Moments MID TERM ASSESSMENT • Drugs and alcohol • Periodic table structure for GCSE • Review of KS3 Biology and Chemistry topics for end of year exam

<ul style="list-style-type: none">• Forces at work• Stretching➤ Space exploration		
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SPANISH - KEY STAGE 3 CURRICULUM OVERVIEW

Throughout Key Stage 3 at Italia Conti, pupils are being prepared for the new Spanish GCSE which is outlined below for your information. Do not hesitate to contact me if you have any questions, queries or comments regarding your daughter or son's Spanish studies. [g](#)

The new AQA Spanish GCSE 8698 is made up of the following elements;

Unit 1 25% of grade	Unit 2 25% of grade	Unit 3 25% of grade	Unit 4 25% of grade
<p>Listening Pupils will respond to questions set out on Listening exam paper by listening to the audio recordings played in the exam.</p> <p>Foundation – 35 minutes Higher 45 minutes</p>	<p>Reading Pupils will respond to questions set out on Reading exam paper, including responding to questions about a Spanish literary text.</p> <p>Foundation 30 minutes Higher 50 minutes</p>	<p>Speaking - Conducted by teacher Assessed externally by AQA Consists of: 12 mins prep time with stimulus materials, then:</p> <ol style="list-style-type: none"> 1. Role play + 2 mins 2. Photo card + 2 mins 3. General conversation 3 - 5 mins 	<p>Writing Pupils will respond to writing questions as set out, including translation from English into Spanish element.</p>

Themes and sub-topics for the new Spanish GCSE 8698:

Theme 1 - Identity & Culture	Theme 2 - Local, International and Global areas of interest	Theme 3 - Current and future study and employment
<ol style="list-style-type: none"> a. Relationships with family and friends b. Marriage and partnership c. Social media d. Mobile technology e. Music, cinema and TV f. Food and eating out g. Sport h. Spain and customs i. Festivals in Spain and Hispanic countries 	<ol style="list-style-type: none"> a. Home b. Where I live (area) c. Charity and voluntary work d. Healthy and unhealthy living e. Environment f. Poverty and homelessness g. Holidays and travel h. Regions of Spain 	<ol style="list-style-type: none"> a. School and subjects b. Life at school c. Study or Work? d. Choice of career

Year 7 Curriculum overview - Spanish AQA 8698 - New GCSE 2018 onwards

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>Phonics, Pronunciation practice, Pronouns, Alphabet, Family, En mi mochila Describing a picture, Physical description and characteristics, Nouns + gender Definite and indefinite articles Adjectival agreement</p> <p>FOCUS ON SPEAKING/WRITING</p> <p>Short Spanish poem</p> <p>Describing family and friends. Friendships. Technology and social media</p>	<p>Sports & Free time, Me gusta + infinitive, No me gusta Dictionary Skills Food & Drink, Find Penfriend letters, Spanish Christmas traditions</p> <p>Present tense ar - er - ir verbs</p> <p>Short Spanish song</p> <p>FOCUS ON READING/LISTENING</p> <p>Free time activities Customs and festivals.</p>	<p>Say what you do in town. Ask about places in town. Say what your town is like. Where you live, VIVIR, Hay. Salir. Hacer. TENER, adjectival endings, colours, Revision, Describing Places, Describing house and furniture. Possessive adjectives</p> <p>Extract from work of literature</p> <p>FOCUS ON READING</p> <p>Home, Town, Neighbourhood & region Social Issues</p>	<p>Weather Tourism in your own or nearby area. Environmental issues in your area Focus on renewable energy Question words Impersonal verbs SER/ESTAR Me duele/me duelen</p> <p>Adapted Spanish advert</p> <p>FOCUS ON LISTENING</p> <p>Global Issues Travel and Tourism</p>	<p>Describe your teachers. Say what you do in lessons. School subjects, GUSTAR, Opinions, Reading skills, Radical-changing verbs (PREFERIR), Telling the time, Timetables, Describing school, Travel and transport, Connectives Tener que</p> <p>Short article</p> <p>FOCUS ON WRITING</p> <p>My studies and my life at school</p>	<p>Writing complex sentences using adverbs Verbs Talk about what your strengths are and what you could use them for in the future. Using question words Future Plans (IR + infinitive),</p> <p>Extract from a blog/letter</p> <p>FOCUS ON SPEAKING</p> <p>Life after School Jobs, careers and ambitions</p>

Year 8 Curriculum overview - Spanish AQA 8698 - New GCSE - 2018 onwards

Autumn 1 st SPEAKING/WRITING	Autumn 2 nd READING/LISTENING	Spring 1 st READING	Spring 2 nd LISTENING	Summer 1 st WRITING	Summer 2 nd SPEAKING
<p>Describing friends using y, pero, también, nunca</p> <p>Describing celebrities - comparing mas + que</p> <p>My daily routine - reflexive verbs</p> <p>Going out - present and near future tense -invitations</p> <p>Making excuses. Saying what someone else likes and dislikes. Use phrases with conjugated verbs and infinitives or just infinitives.</p> <p>Disjunctive pronouns</p> <p>Demonstrative adjectives</p> <p>Spanish poem</p> <p>Describing family and friends.</p> <p>Relationships</p> <p>Technology and social media</p>	<p>Talk about mealtimes - use time expressions</p> <p>En el Mercado - shopping for food - using high numbers</p> <p>Eating at a restaurant - the difference between tú and usted</p> <p>Talking about a past meal - Preterite or er and ir verbs</p> <p>Talking about likes and dislikes - using the past present and future together</p> <p>Focus on Spanish music - contemporary</p> <p>Say what you wore to a festival or fancy dress ball.</p> <p>Spanish song</p> <p>Free time activities</p> <p>Customs and festivals.</p>	<p>Talking about places in town - near future tense</p> <p>Talk about what to see and do in Barcelona</p> <p>Different types of shop - se puede</p> <p>Choosing an item of clothing - comparative and superlative adjectives</p> <p>Reflexive verbs</p> <p>Spanish advert</p> <p>Home, Town, Neighbourhood and region</p> <p>Social Issues</p>	<p>Understanding Nationalities</p> <p>Talk about where you went on holiday - saying how you travelled and use preterite of ser and ir. Say what you did on holiday - preterite of AR verbs</p> <p>Give more details of holiday - expressing opinions about past events</p> <p>Presentation about holidays - using present and preterite tenses together</p> <p>Focus on Argentina</p> <p>Past expressions</p> <p>Extract from work of literature</p> <p>Global Issues</p> <p>Travel and Tourism</p>	<p>Talking about clothes - making colours agree</p> <p>School uniform - comparatives</p> <p>Choosing an item of clothing - superlatives</p> <p>Problems at school.</p> <p>School life. Your ideal school - conditional tense</p> <p>Adverbs of time</p> <p>Future tense of regular verbs</p> <p>Longer article</p> <p>My studies and my life at school</p>	<p>Project on jobs, careers, future plans.</p> <p>University in Spain.</p> <p>Dream jobs.</p> <p>Me gustaría</p> <p>Quisiera</p> <p>Extract from a blog/letter/novel</p> <p>Life after School</p> <p>Jobs, careers and ambitions</p>

Year 9 Curriculum overview - Spanish AQA 8698 - New GCSE - 2018 onwards

Autumn 1 st SPEAKING/WRITING	Autumn 2 nd READING/LISTENING	Spring 1 st READING	Spring 2 nd LISTENING	Summer 1 st WRITING	Summer 2 nd SPEAKING
<p>Discuss your relationship with your friends and family. Keeping in touch with social media. Focus on Facebook.</p> <p>Indefinite pronouns Soler + infinitive Present perfect tense + past participles</p> <p style="text-align: center;">Longer Spanish poem</p> <p>Describing family and friends. Friendships. Technology and social media</p>	<p>Talk about free time activities Shopping - Taking items back to shop Focus on department stores in Spain. Discuss Tv programmes and film. Focus on Spanish Film Spanish Christmas traditions - main meal at Christmas time. Indefinite adjectives Preterite tense of common irregular verbs and stem-changing verbs</p> <p>Spanish song</p> <p>Free time activities Customs and festivals</p>	<p>Give and take directions - imperative form Describe your house or flat - expressing opinions and making comparisons Agreement of adjectives Ser/Estar Possessive adjectives Describing lifestyle and giving health advice Illnesses and injuries Present tense of poder Se puede + infinitive</p> <p>Spanish advert</p> <p>Home, Town, Neighbourhood and region Social Issues</p>	<p>Discuss holiday plans. Describe what you did on holiday Booking a table and ordering a meal on holiday Food in Spanish speaking countries Expressing opinions about travel Dealing with accidents and breakdowns Describe what happened in an incident Focus on Spanish politics.</p> <p>Longer extract from work of literature</p> <p>Global Issues Travel and Tourism</p>	<p>Revise subjects and timetable/classroom language Work experience and experience of work - part time jobs while at still at school. Debe/no se debe + inf</p> <p style="text-align: center;">Longer article</p> <p>My studies and my life at school</p>	<p>Career choices Making a job application Work or study? Plans for the future Se debería + infinitive Desde hace + present tense Acabar de Lo fácil/lo mejor etc</p> <p style="text-align: center;">Longer extract from a blog/letter/novel</p> <p>Life after School Jobs, careers and ambitions</p>

Sample of Skills developed in Spanish

1. Use accurate pronunciation and intonation
2. Demonstrate understanding
3. Deduce meaning
4. Demonstrate recognition of message and themes
5. Extract and evaluate information
6. Describe and give information
7. Speak spontaneously and interact naturally
8. Narrate events
9. Initiate, develop and sustain conversations.
10. Use and adapt language for new purposes
11. Translate into English
12. Translate into Spanish
13. Write extended texts on a variety of topics
14. Use language creatively to express thoughts feelings and opinions
15. Use processes to work out meaning in a range of texts
16. Manipulate language using wide range of tenses
17. Use coping strategies to deal with unknown words and phrases
18. Use less common vocabulary and more complex grammatical structures
19. Read short authentic texts (e.g. adverts, information leaflets, poems and songs)
20. Use a bilingual dictionary to look up unfamiliar words
21. Understand longer authentic texts (blogs, letters, extracts from novels and short articles)
22. Scan for meaning
23. Draw inferences

HISTORY - KEY STAGE 3 CURRICULUM OVERVIEW

Year 7 History Curriculum overview Medieval Realms 1066-1485		
Term	Topic	Skills
One	Who should be king? Why did Harold lose the Battle of Hastings? How did the Normans control the Saxons? How did William II die? Henry I and Thomas Becket Stephen or Matilda, who should rule?	Knowledge Chronology Primary & Secondary Evidence Interpretation Use of artefacts Extended historical writing
Two	Henry II and the Angevin Empire Third Crusade & Siege of Acre Richard I, John Lackland and Robin Hood King John and Magna Carta What was life like in a medieval village? What was life like in a medieval town?	Knowledge Chronology Primary & Secondary Evidence Interpretation/bias Use of artefacts Extended historical writing Judgement reaching valid conclusions
Three	What was the importance of the medieval Church? England and Wales, Ireland & Scotland What was the impact of the Black Death? Why did the peasant`s revolt? 100 Years War-why was England so successful? Wars of the Roses	Knowledge Chronology Primary & Secondary Evidence Interpretation Use of artefacts Extended historical writing Judgement reaching valid conclusions Examination skills
Topic		Homework
Who should be king?		Cover books research Edgar the Aethling
Why did Harold lose the Battle of Hastings?		Extended writing
How did the Normans control the Saxons? Castles		Castle project
How did the Normans control the Saxons? Feudal System		
How did the Normans control the Saxons? Domesday Survey?		Judgement which was the most effective method of control?
How did William II die?		
Henry I and Thomas Becket		Judgement question
Why was Henry I a successful king?		Source work
Stephen or Matilda, who should rule?		
Henry II and the Angevin Empire		Judgement question
Third Crusade & Siege of Acre		
Richard I, John Lackland and Robin Hood?		Extended written task
King John and Magna Carta		Design own charter
What was life like in a medieval village?		Diary
What was life like in a medieval town?		Project
What was the importance of the medieval Church?		Mini-essay
Monks and Nuns		
England and Wales		
England and Ireland		Judgement question

England and Scotland	
What was the impact of the Black Death	Source work
Why did the peasant`s revolt?	Extended written task
100 Years War-why was England so successful?	Biography Henry V
Wars of the Roses	End of Year Project

Year 8 History Curriculum overview
The Tudors & Stuarts, Catholics and Protestants, 1485-1603.

Term	Topic	Skills
One	What were the achievements of Henry VII? Why was there religious conflict in the C16? What did Henry VIII want? Why did England break with Rome? Why did Henry VIII close the monasteries? Why did Henry VIII marry again? Protestants v Catholics Edward VI & Mary I How did Elizabeth I settle the church? Why was Mary Queen of Scots a problem? Why did Phillip II of Spain send the Armada? Does Elizabeth I's propaganda work today?	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding why people have different beliefs
Two	James I wisest fool in Christendom? How did James I settle the church? What was the Gunpowder Plot? Was the Gunpowder Plot a conspiracy? Who were the Pilgrim Fathers? What problems confronted Charles I? Why was there a Civil War? Why was Charles I executed? Oliver Cromwell hero or villain?	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding the rise of parliament decline on the monarchy
Three	Why was Charles II restored? The Great Plague 1665 The Great Fire 1666 War with the Dutch Why did James II fail as king? The Glorious Revolution 1688 How was Royal Power limited? Queen Anne success abroad problems at home Britain gains an Empire	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding economy and empire

The Tudors, Catholics and Protestants, 1485-1603

Topic	Homework
What were the achievements of Henry VII?	Cover books judgement question
Why was there religious conflict in the C16?	
What did Henry VIII want?	Biography HVIII
Why did England break with Rome?	Judgement question
Why did Henry VIII close the monasteries?	Research Pilgrimage of Grace
Why did Henry VIII marry again?	Pen portraits of HVIII's 6 wives
Protestants v Catholics Edward VI & Mary I	
How did Elizabeth I settle the church?	Biography Elizabeth I
Why was Mary Queen of Scots a problem?	Judgement question

Why did Phillip II of Spain send the Armada?	Extended written task
Does Elizabeth I's propaganda work today?	Revision for test on Tudors
James I and the Gunpowder Plot 1603-25	
Topic	Homework
James I wisest fool in Christendom?	Judgement question
How did James I settle the church?	
What was the Gunpowder Plot?	Who was R. Catesby, G. Fawkes?
Was the gunpowder plot a conspiracy?	Extended essay
Who were the Pilgrim Fathers	
The English Civil War and the Stuarts 1625-1714	
Topic	Homework
What problems confronted Charles I?	Biography Charles I
Why was there a Civil War?	
Battles of the Civil War, why did the king lose, parliament win?	Judgement mini essay
Why was Charles I executed?	Poster
Oliver Cromwell hero or villain?	Judgement mini essay
Why was Charles II restored?	Biography Charles II
The Great Plague 1665	Diary
The Great Fire 1666	
War with the Dutch	Significance question
Why did James II fail as king?	
The Glorious Revolution 1688	Change question
How was Royal Power limited?	Revision test on Stuarts
Queen Anne success abroad problems at home	
Slavery Origins to Abolition c1750-1850	
Topic	Homework
The British Empire	Map work
What is slavery?	
Trade Triangle	Research role of John Hawkins
The Middle Passage	Diary of a Slave
How were slaves sold?	Letter describing a sale
Life on the Plantation	
Slave resistance	Research slave leaders
How can the slave trade be defended?	
The abolitionists	Biography William Wilberforce
Who should get the credit?	

Year 9 History Curriculum overview
The First and Second World Wars and the Holocaust

Term	Topic	Skills
One	What were the causes of the WW1? Why was the assassination at Sarajevo so important? Why did men join up? What were the key battles? What was trench warfare? What happened in the war at sea? What was the contribution of women? What happened on the Eastern Front? The world wide war What did the Treaty of Versailles say?	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding causation
Two	What was the impact of the T o V on Russia? What was the impact of T of V on Germany? What was the impact of the T of V on Britain? What was the impact of the T of V on the USA? What were the Long-Term causes of WWII? The rise of the Dictators What was appeasement? Why was Blitzkrieg so successful? Did evacuation keep children safe? How did bombing affect ordinary people? Was the bombing of Germany justified?	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding the rise of parliament decline on the monarchy Understanding how to debate
Three	What were the key turning points? Can the dropping of the atomic bomb be justified? What were Hitler`s views of minorities? What was life like in a ghetto? What was life like in a concentration camp? What was the final solution? Why do people remember Oscar Schindler?	Knowledge Chronology Primary & Secondary Evidence Interpretation Extended historical writing Judgement reaching valid conclusions Examination skills Essay writing Understanding morality

The First World War 1914-1918

Topic	Homework
What were the causes of the war?	Cover books map work
Why was the assassination at Sarajevo so important?	Newspaper report
Why did men join up?	Posters
What were the key battles?	
What was trench warfare?	Letter from the trenches
What happened in the war at sea?	Ships v submarines
How did war in the air develop?	Pilot account of a mission
What was the contribution of women?	Sources

What happened on the Eastern Front?	Revision for test on WW1
The world wide war	
What did the Treaty of Versailles say?	Judgement winners and losers
Europe and the USA between the wars 1919-39	
Topic	Homework
What was the impact of T of V on Germany?	Research Spartacists
What was the impact of the T o V on Russia?	Biography Lenin
What was the impact of the T of V on Britain?	
What was the impact of the T of V on the USA?	Boom & Bust
What were the Long-Term causes of WWII?	
What was appeasement?	Essay for & against
The Second World War 1939-1945	
Topic	Homework
Why was Blitzkrieg so successful?	
Did evacuation keep children safe?	Diary of an evacuee
Dunkirk defeat or victory?	Judgement mini essay
Was the Battle of Britain a turning point?	Judgement mini essay
How did bombing affect ordinary people?	Blitz Assessment
Was the bombing of Germany justified?	Judgement mini essay
Significance of Stalingrad	
Significance of Pearl Harbor	
Significance of D Day	Planning of final essay
Significance of atomic bomb	
What was the most important turning point?	Extended essay what was the key turning point?
The Holocaust 1939-45	
Topic	Homework
What were Hitler`s views of minorities?	Sources
What was life like in a ghetto?	Extended writing
What was the final solution?	
What was life like in a concentration camp?	Revision test WWII
Why do people remember Oscar Schindler?	Judgement mini essay