

ITALIA CONTI ACADEMY OF THEATRE ARTS



YEAR 7, 8 and 9 CURRICULUM OVERVIEW

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ENGLISH - KEY STAGE 3 CURRICULUM OVERVIEW

| | Year 7 | Year 8 | Year 9 |
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| Autumn 1 | <p><u>Animals</u></p> <p>Core Text: The Wind in the Willows.</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 meaning in a sensitive way.</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 : Places</u></p> <p>Core Text: Of Mice and Men</p> <p>Skills Focus: Language analysis</p> <p>Writing assessment: Write a detailed description of a setting</p> <p>Reading assessment: Compare and contrast how places are presented in texts you have read.</p> |

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| 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 Conflict</u></p> <p>Core Text: Buddy" Nigel Hinton.</p> <p>Skills Focus: Exploring context.</p> <p>Tasks :Pupils will read consider the social and personal issues within the novel "Buddy", relating it to personal experience, its historical context and its relevance today.</p> <p>Enrichment: Viewing of original 1970s TV series episodes.</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> |

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|----------|--|---|---|
| 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 has been allocated appropriate, differentiated content to ensure 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 identified and 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 "My Maths" website which is also a useful resource for students who are absent due to work commitments.

At Key Stage 3 we will ensure that 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, and will learn how to reason mathematically and build on prior knowledge. They will gain experience in applying mathematics to various problems with increasing sophistication and will be given the opportunity and encouragement to persevere in seeking solutions. 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. The new 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. The new grade 4 is thought to be equivalent to the lower end of the old C grade but the new desirable level of achievement will be grade 5. As previously, the exams taken will be in two tiers, higher and foundation. However, **both tiers now cover topics of a much greater level of difficulty than before.** 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 class work, homework, and termly written papers. Assessment will be used to ensure students are secure in their understanding of a topic and to target intervention where it is needed. Class work will be marked regularly and feedback given promptly. Students will be encouraged to respond to this and to monitor their own progress.

The termly written tests will only cover learning objectives that have been met up to that point in order 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

| Autumn 1st | Autumn 2nd | Spring 1st | Spring 2nd | Summer 1st | Summer 2nd |
|--|---|---|---|--|---|
| <p>Using numbers Reading tables & charts Money problems Negative numbers</p> <p>Sequences Spotting patterns Using the general term for a sequence</p> <p>Data Bar charts for discrete and continuous data.</p> <p>Shape Area of shapes Perimeter Volume of cubes & cuboids</p> | <p>Using numbers Revision of mental and written methods for calculations Order of operations Square numbers, indices and roots</p> <p>Decimals Place value and $\div \times$ by 10,100, etc Calculations and rounding.</p> <p>Data Averages Charts and diagrams Grouped frequency</p> <p>Measures Metric conversions</p> | <p>Algebra Algebraic expressions Substitution & formulae</p> <p>Fractions Equivalence & comparisons Converting between improper fractions and mixed numbers Addition and subtraction</p> <p>Shape Measuring and drawing angles Calculating angles in diagrams.</p> | <p>Graphs Coordinates Drawing simple line graphs Using real-life graphs</p> <p>Percentages Equivalence of % , fractions & decimals Calculating percentages Calculating percentage increase & decrease</p> <p>Probability Expressing probability as a fraction or decimal</p> | <p>Algebra Solving simple equations</p> <p>Shape Line symmetry Tessellation</p> <p>Data Using and constructing pie charts Comparing data sets Statistical surveys and reports</p> | <p>Shape Naming and drawing 3D shapes Faces, edges & vertices Nets of 3D shapes</p> <p>Ratio Using ratio notation for comparisons Simplifying ratios Sharing quantities into ratios Problem solving</p> |

Year 8 Curriculum overview

| Autumn 1 st | Autumn 2 nd | Spring 1 st | Spring 2 nd | Summer 1 st | Summer 2 nd |
|--|--|---|--|---|---|
| <p>Using numbers Factors, multiples HCF & LCM Indices & roots Negative numbers</p> <p>Geometry Calculating angles in parallel lines and diagrams Constructions Transformations (enlargement, rotation, translation)</p> <p>Probability Calculating theoretical and experimental probability</p> | <p>Using numbers Written methods for calculations including decimals.</p> <p>Percentages Percentage change Efficient use of calculator Original amounts after % change</p> <p>Linear Sequences Spotting term to term patterns Using flow diagrams Finding and using the general term</p> <p>Shape Area of trapezia and composite shapes Surface area Volume of 3D shapes</p> | <p>Using numbers Rounding to decimal places and significant figures Estimating $\times \div$ decimal numbers by multiples of 10</p> <p>Graphs Drawing straight line graphs from equations Gradient & intercept Use of $y = mx + c$ Distance/time graphs</p> <p>Data Charts and tables Scatter graphs</p> | <p>Algebra Simplifying Expressions Using rules of indices Expanding brackets</p> <p>Shape Congruence and similarity Conditions of congruence Enlargement (including fractional scale factors) Use of centre of enlargement.</p> <p>Ratio Scale drawings Ratios of length to area and volume .</p> | <p>Using numbers Mental $\div \times$ combinations of decimal and whole numbers</p> <p>Fractions $+ - \div \times$ fractions and mixed numbers</p> <p>Circles Parts of a circle Circumference of area</p> <p>Proportion Direct proportion Direct proportion graphs Problem solving Inverse proportion</p> | <p>Algebra Solving equations including brackets Unknowns on both sides Fractional coefficients Introduction to quadratics – 2 solutions Rearranging formulae to change subject</p> <p>Data Compare 2 data sets Grouped frequency tables and bar charts Continues data Misleading data</p> |

Year 9 Curriculum overview

| Autumn 1 st | Autumn 2 nd | Spring 1 st | Spring 2 nd | Summer 1 st | Summer 2 nd |
|--|---|---|---|--|---|
| <p>Percentages Efficient calculation Original amount after a change Simple interest Repeated % change</p> <p>Algebra Solve equations Rearrange formulae Equations for problem solving</p> <p>Shape Interior/exterior angles Tessellation</p> <p>Data Charts and tables Comparing data sets Statistical investigation</p> | <p>Circles Revision of area and circumference Problem solving</p> <p>Pythagoras' Theorem Finding lengths in triangles Problem solving</p> <p>Data 2 way tables Time series graphs Mean from grouped frequency Cumulative frequency curves Correlation & using line of best fit Statistical investigation</p> | <p>Fractions Revision of calculations with fractions and mixed numbers</p> <p>Algebra Expanding brackets (including two sets of brackets) Factorising expressions including quadratics Difference of 2 squares</p> <p>Decimals Revision of $\times \div$ decimal numbers by multiples of 10 \times by negative powers of 10 Standard form Upper & lower bounds</p> | <p>Shape Area of composite shapes Surface area and volume of 3D shapes including prisms and cylinders</p> <p>Algebra Solving simultaneous equations graphically Drawing quadratic graphs to solve quadratic equations. Drawing cubic graphs to solve cubic equations.</p> | <p>Compound measures Distance/speed time Density/mass/volume Unit costs / best price</p> <p>Shape Similar triangles Use of similarity in problem solving</p> <p>Probability Tree diagrams</p> <p>Proof Introduction to algebraic proof Introduction to geometric proof</p> | <p>Trigonometry Trigonometrical ratios – tangent, sine & cosine Find missing lengths and angles in right angles triangles Problem solving</p> <p>Pythagoras' Theorem Combined problems with trigonometry</p> <p>Sequences Revision of linear sequences Introduction to geometric sequences</p> <p>GCSE exam Preparation</p> |

SCIENCE - KEY STAGE 3 CURRICULUM OVERVIEW

| Year 7 Curriculum overview | | |
|--|--|---|
| Autumn Term | Spring term | Summer term |
| <p>Chemical mixtures solutions Pure and impure substances Working safely.</p> <p>Particle theory States of matter Separating techniques. Using equipment(Bunsen burner) Plotting and interpreting graphs</p> <p>Energetics: energy changes in states. Diffusion Distillation Extraction of sodium chloride Chromatography Chemical symbols, atoms and molecules.</p> <p>Acids , alkalis and pH</p> <p>Mid term assessment</p> <p>Neutralisation (investigation) Working scientifically: key terms. Pollution : acid rain</p> <p>The principle of conservation of mass (solution = solvent + solute)</p> <p>Healthy diet</p> <p>Space Physics: seasons, planets gravity.</p> <p>Earth structure and weathering.</p> | <p>Cells and organisation in the body.</p> <p>Compare prokaryotes and eukaryotes. Classification (vertebrates and invertebrates)</p> <p>The interdependence of living organisms in an ecosystem (food chains, food webs and pyramids) Calculating the mean. The role of pollinating insects in food security.</p> <p>Adaptation in animals and plants.</p> <p>Forces and motion. Comparing the speed of two different objects (and working scientifically)</p> <p>Mid term assessment</p> <p>Friction (investigation) Gravity and gravitational attraction Magnetism Electrostatic force</p> <p>Energy and energy transfer</p> <p>Electricity and circuits Measure current and voltage</p> <p>Maths skills: further work on graphs and conversion of units.</p> | <p>Human reproduction: Changes at puberty Menstrual cycle Gestation and birth</p> <p>Sound. Wave forms properties of sound Ear structure and causes of deafness. Noise pollution Ultrasound and its uses. The sound barrier.</p> <p>Plant reproduction , pollination, fertilisation and seed dispersal.</p> <p>Mid term assessment</p> <p>Air Heat transfer by conduction and radiation</p> <p>Investigating insulation.</p> |

Year 8 Curriculum overview

| Autumn Term | Spring Term | Summer Term |
|--|---|---|
| <p>Weeks 1-13 Particles: atoms and molecules. Elements and compounds.</p> <p>The Periodic Table : how the elements are organised and how to use the table.</p> <p>Reaction of acids with metals. Review neutralisation. Working scientifically.</p> <p>Energetics: exothermic and endothermic reactions and their applications.</p> <p>Combustion of a fuel. Reactants and products. How to carry out a risk assessment.</p> <p>Electricity: measure resistance. Review static electricity.</p> <p>Electromagnets Investigate the strength of an electromagnet.</p> <p>Fuels: use and cost; calculating domestic fuel bills.</p> <p>Mid term assessment</p> <p>Carbon cycle</p> <p>Health: effects of cigarette smoke and solvents on health.</p> <p>Investigate density</p> <p>Power</p> | <p>Weeks 1-13 Light and the properties of light: reflection , refraction, absorption.</p> <p>prisms and filters The eye. Lenses. Waves EM Pressure and calculating pressure. Review circuits and power</p> <p>Variation and genetics. DNA (including the contribution of Watson, Crick, Wilkins and Franklin) How eye colour and gender are inherited.</p> <p>Review the Earth structure. Plate tectonics. The rock cycle.</p> <p>Mid term assessment</p> <p>Evolution and extinction</p> <p>Deforestation</p> <p>Recycling and sustainability Natural resources.</p> <p>Heat Transfer: convection</p> | <p>Weeks 1-13 Microbes and diseases</p> <p>Working scientifically : grow microbes from different surfaces</p> <p>The role of white blood cells.</p> <p>Vaccines (including the discovery made by Jenner and Fleming)</p> <p>Mid term assessment.</p> <p>Deficiency diseases</p> <p>Skeleton, muscles and force</p> |

Science: Curriculum Overview for Year 9

| Autumn Term | Spring Term | Summer term |
|---|--|--|
| <p>Atoms: compare Dalton's model to the present day model. Review chemical symbols. Atom structure.</p> <p>Chemical reactions : oxidation (investigate metal corrosion)</p> <p>Different ways to prevent corrosion. Reduction reaction and their importance.</p> <p>Displacement reactions and the reactivity of metals.</p> <p>Chemical symbols, chemical formula. names of chemicals.</p> <p>Balancing equations.</p> <p>Mid term assessment</p> <p>The Periodic Table and Mendeleev.</p> <p>Combustion reactions . Global warming and carbon footprint.</p> <p>Measuring the rate of a reaction. Variables which speed up a reaction. Catalyst : lock and key theory.</p> <p>Review distillation Distillation of oil.</p> <p>Thermal decomposition of a carbonate.</p> | <p>Healthy/ balanced diet. Food test for sugar, protein and fat. Obesity and health.</p> <p>The digestive system, digestion and enzymes. Observe the effect of amylase/ pepsin.</p> <p>Plant cells: phloem and xylem Review plant cell structure.</p> <p>Photosynthesis The use of glucose by plants.</p> <p>Respiration(aerobic and anaerobic) Lung structure and ventilation.</p> <p>Mid term assessment</p> <p>Bioaccumulation</p> <p>Forces: calculating moments Review light. Review circuits and resistance. Review calculating resistance. Review waves</p> <p>Interpretation of Sankey diagrams. Calculate efficiency.</p> | <p>Transpiration</p> <p>Health: contraception STD_s</p> <p>Health: the effects and misuse of drugs and alcohol on the body and behaviour.</p> <p>Different types of drugs.</p> <p>Review muscles and joints.</p> <p>Further work on atom structure/ chemical formula</p> <p>Mid term assessment</p> <p>Formula mass The principle of conservation of mass.</p> <p>The mole and calculating the number of moles.</p> |

SPANISH - KEY STAGE 3 CURRICULUM OVERVIEW

Do not hesitate to contact me if you have any questions, queries or comments regarding your daughter or son's Spanish studies on glynis.rodgers@italiaconti.academy

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/WRI TING</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/LISTENI NG</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 and region</p> <p>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</p> <p>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>RelationshipTechnology 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.</p> <p>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

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 |

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| 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 | 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 |

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| 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 | |

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 |

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| 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 |