

Year 9 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Art	Pop Art. Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings.	Pop Art. Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings.	Tattoo my Identity Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi	Tattoo my Identity Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi	Tattoo my identity Relief printing inspired by Maori Art	Tattoo my identity Relief printing inspired by Maori Art
Biology AQA	B16 Adaptation and interdependence B16.1 The importance of communities B16.2 Organisms in their environment B16.3 Distribution and abundance B16.4 Competition in animals B16.5 Competition in plants B16.6 Adapt and survive B16.7 Adaptation in animals B16.8 Adaptation in plants B17 Organisation of an ecosystem B17.1 Feeding relationships B17.2 Materials cycling B17.3 The carbon cycle B17.4 Rates of decomposition	B18 The effect of human interactions on ecosystems and biodiversity B18.1 The human population explosion B18.2 Land and water pollution B18.3 Air pollution B18.4 Deforestation and peat destruction B18.5 Global warming B18.6 The impact of change B18.7 Maintaining biodiversity B18.8 Trophic levels and biomass (Triple only) B18.9 Biomass transfers (Triple only) B18.10 Factors affecting food security (Triple only) B18.11 Making food production efficient (Triple only)	B1 Cell Structure and Transport B1.1 The world of the microscope B1.2 Animal and plant cells B1.3 Eukaryotic and prokaryotic cells B1.4 Specialisation in animal cells B1.5 Specialisation in plant cells B1.6 Diffusion B1.7 Osmosis B1.8 Osmosis in plants B1.9 Active transport B1.10 Exchanging materials RPA – Looking at cells (Microscopy) RPA – Investigating plant tissue in sugar solution B2 Cell Division B2.1 Cell division B2.2 Growth and differentiation B2.3 Stem cells B2.4 Stem cell dilemmas	B3 Organisation and the digestive system B3.1 Tissues and organs B3.2 The human digestive system B3.3 The chemistry of food B3.4 Catalysts and enzymes B3.5 Factors affecting enzyme action B3.6 How the digestive system works B3.7 Making digestion efficient RPA – Food tests RPA – The effect of pH on enzyme rate of reaction.	B4 Organising animals and plants B4.1 The blood B4.2 The blood vessels B4.3 The heart B4.4 Helping the heart B4.5 Breathing and gas exchange B4.6 Tissues and organs in plants B4.7 Transport systems in plants B4.8 Evaporation and transpiration B4.9 Factors affecting transpiration	Interpreting Data & Graph Skills Maths skills in Biology Required Practical Catch ups

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	RPA (Triple only) – Rates of Decomposition	B18.12 Sustainable food production (Triple only) Interpreting Data & Graph Skills Math Skills in Biology Revision for End of term test				
	Half term Assessment	End of Term Assessment	Half term Assessment	End of term exam	Half term Assessment	End of Year Assessment
Chemistry AQA	Introduction to Chemistry C1.3: Separating mixtures C1.4: Fractional distillation and paper chromatography	C13: The Earth's atmosphere C13.1: History of our atmosphere C13.2: Our evolving atmosphere C13.3: Greenhouse gases C13.4: Global climate change C13.5: Atmospheric pollutants Formative Assessment	C14: The Earth's resources C14.1: Finite and renewable resources C14.2: Water safe to drink C14.4: Treating waste water C14.5: Life cycle assessments C14.6: Reduce, reuse and recycle Formative Assessment	C1: Atomic structure C1.1: Atoms C1.2: Chemical equations C1.5: History of the atom C1.6: Structure of the atom C1.7: Ions, atoms and isotopes C1.8: Electronic structures Formative Assessment	C2: The periodic table C2.1: Development of the periodic table C2.2: Electronic structures and the periodic table C2.3: Group 1 - alkali metals C2.4: Group 7 - the halogens C2.5: Explaining trends C2.6: The transition elements (TS) Formative Assessment	C3: Structure and bonding C3.1: States of matter C3.2: Atoms into ions C3.3: Ionic bonding C3.4: Giant ionic structures C3.5: Covalent bonding C3.6: Structure of simple molecules C3.7: Giant covalent structures C3.8: Fullerenes and graphene C3.9: Giant metallic structures C3.10: Nanoparticles (TS) C3.11: Applications of nanoparticles (TS) Formative Assessment

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Computer Science	CS: Basic of inside a computer and the hardware components iMedia: Pre-production skills	CS: Python Programming iMedia: Pre-production skills	CS: Python Programming and Project iMedia: Multimedia	CS: Computational Thinking iMedia: Multimedia	CS: iMedia: Photoshop	CS: iMedia: Photoshop
Dance	<p>Introduction to Dance: Technical skills;</p> <ul style="list-style-type: none"> • Action • Space • Dynamics • Relationship • Timing content • Rhythmic content • Movement in a stylistically accurate way. <p>Assessment: Group choreography and performance Written test consolidating technical skills. Technique dance classes focusing on;</p> <ul style="list-style-type: none"> • Contemporary • Ballet • Street <p>Dance Appreciation of a professional dance work: Emancipation of Expressionism</p> <ul style="list-style-type: none"> • Features of production • Choreographic approaches, content and intent 	<p>Introduction to Dance: Choreographic Process; knowledge, understand and skills for choreography</p> <ul style="list-style-type: none"> • Choreographic process • Structuring devices • Choreographic devices <p>Assessment: Solo or group choreography and performance Written test consolidating choreographic process</p> <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> • Contemporary • Lyrical • Ballet • Street <p>Continuation of Dance Appreciation: Emancipation of Expressionism</p>	<p>Introduction to Dance: Safe working practice during performance and process.</p> <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> • Contemporary • Lyrical • Contact • Ballet • Street <p>Dance Appreciation of a professional dance work: Shadows</p> <ul style="list-style-type: none"> • Features of production • Choreographic approaches, content and intent 	<p>Introduction to Dance: Continuation of Safe working practice during performance and process. Technique dance classes focusing on;</p> <ul style="list-style-type: none"> • Contemporary • Lyrical • Contact • Ballet • Street <p>Assessment: Written test consolidating safe working practice. Continuation of Dance Appreciation: Shadows</p>	<p>Introduction to Dance: Performance environments;</p> <ul style="list-style-type: none"> • Proscenium arch • End stage • In the round • Site-sensitive • Dance for camera <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> • Contemporary • Lyrical • Contact • Ballet • Street <p>Assessment: Written test consolidating performance environments Dance Appreciation of a professional dance work: A Linha Curva</p>	<p>Site-sensitive summer project. Students working in small groups choreographing, performing, recording in non-theatre spaces. Assessment: Choreography and performance skills assessed based on the recording of the site sensitive project.</p> <p>Continuation of Dance Appreciation: A Linha Curva</p>

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<p>Design and Technology/ Food/ Engineering Completed on a 12 week rotation.</p>	<p>Design and Technology – Toy train project Students work in the format of AQA Design and Technology GCSE by creating a portfolio of work inspired by a real client. Students will manufacture out of wood and plastic the toy train which they have designed for the customer.</p>		<p>Engineering – BBQ spatula Students work in the format of EAL Engineering by learning about health and safety practice, drawing skills, and metals. Students will then put the skills and knowledge learnt into manufacturing a metal BBQ spatula</p>		<p>Food Students will learn about the different nutrients and the nutritional needs for healthy living. The cooking methods and heat transfer in food. Food science including raising agents and micro-organisms.</p>	
<p>Digital Art</p>	<p>Pop Art. Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol.</p>	<p>Pop Art. (Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol.</p>	<p>Tattoo my Identity Using Photoshop to create Digital Art pieces inspired Maori tattoos.</p>	<p>Tattoo my Identity Using Photoshop to create Digital Art pieces inspired Maori tattoos.</p>	<p>Introduction to Photography and Graphics Creating a book cover design influenced by contemporary book covers, using own photographs.</p>	<p>Introduction to Photography and Graphics Creating a book cover design influenced by contemporary book covers, using own photographs.</p>
<p>Drama</p>	<p>Exploring Practitioners Students will explore three practitioners; Stanislavski, Brecht and Artaud. These three key practitioners are all diverse in style and approach and this initial</p>	<p>Short Film Project Applying the styles learned from topic 1 students will now create, perform and record their own short film. Analysing the impact of short films, camera angles and story-telling</p>	<p>Exploring Theatre Companies Students will explore theatre companies such as;</p> <ul style="list-style-type: none"> • Frantic Assembly • Punch Drunk • Knee High • Geko • Paper Birds <p>Students will explore these in practice and analyse</p>	<p>Devising in the Style of... Students will use their new found knowledge to create a performance based in the style of one of the theatre companies explored. They will be required to justify their creative choices and build a</p>	<p>Production Project Each class will be directed by their teacher in a short play. Students will have an option to work in a performance or production role.</p>	<p>Induction to GCSE Drama- The Development of Drama Introducing students to the GCSE drama curriculum begins with a look at drama throughout history. Theatre has evolved over many, many years</p>

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	<p>introduction will cover their styles;</p> <ul style="list-style-type: none"> • Naturalism • Epic Theatre • Theatre of Cruelty <p>Assessment: Participation in an ASSESSMENT WORKSHOP</p> <p>Homework: Terminology quizzes on Google Classroom</p>	<p>and acting for stage and screen, students will work in groups to create a final assessment piece inspired by;</p> <ul style="list-style-type: none"> • Stanislavski • Brecht • Artaud <p>Assessment: Small Group Short Film Project</p> <p>Homework: Terminology quizzes on Google Classroom</p>	<p>their work from a theatre critic perspective.</p> <p>Assessment: A Review of a Live Theatre Performance (written)</p> <p>Homework: Long Project – Review planning & preparation</p>	<p>substantial performance for their class.</p> <p>Assessment Performance in the style of...</p> <p>Homework: Justifying Choices</p>	<p>Culminating with the best pieces chosen to performance at our end of year showcase!</p> <p>Assessment 20mins Performance Whole Group</p>	<p>and built to become an overarching term for many performance forms.</p> <p>Students will learn how to create a devised performance for GCSE.</p> <p>Assessment: Teacher-led Devising Mock</p>
English	<p>Prose – Of Mice and Men Students will read and analyse the novella: ‘Of Mice and Men’. They will develop their understanding of language, structure, context and form.</p> <p>Assessment: The students are required to write an analytical essay based on the presentation of a theme or character in the novella.</p>	<p>Shakespeare (Romeo & Juliet) Students will read and analyse the play: ‘Romeo and Juliet’. They will develop their understanding of language, structure, context and form.</p> <p>Assessment: The students will write an analytical essay based on the presentation of a theme/emotion/ attitude/character in the play.</p>	<p>Spoken Language Students will write and deliver their GCSE spoken language presentation.</p> <p>Assessment: Students will deliver their speech. They will be awarded either a Pass, Merit or Distinction based on the GCSE criteria.</p>	<p>Poetry - Moon on the Tides Students will develop understanding of a range of poems from the Moon on the Tide anthology. They will develop their understanding of language, structure, context and form.</p> <p>Assessment: Students will write an analytical essay comparing two of the poems they have studied.</p>	<p>Drama – A Taste of Honey Students will read and analyse the play: ‘A Taste of Honey’. They will develop their understanding of language, structure, context and form.</p> <p>Assessment: Students will write an analytical essay on the play.</p>	<p>Exam Prep Students will be taught Language Paper 2 – ‘Writers’ viewpoints and perspectives.’</p> <p>Assessment: Students will complete a GCSE language paper two exam.</p>

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French	M1 Qui suis-je? (Who am I?) Family, friends and going out	M1 Qui suis-je? (Who am I?) Family, friends and going out End of module assessment L R W	M2 Le temps des loisirs (Leisure time) Sport, music, technology films and TV	M2 Le temps des loisirs (Leisure time) Sport, music, technology films and TV End of module assessment L R W	M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations) Daily life and special occasions	M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations) Daily life and special occasions EOY 9 exams L R W + speaking
Geography	Tropical Rainforest And People and the Biosphere Assessment Decision Making Exercise	Energy Consumption Assessment Decision Making Exercise	Middle East – Resources Assessment Displaying Beautiful Work	Human Trafficking Assessment Group Project	Rivers Assessment End of Topic Assessment	Coasts Assessment End of Topic Assessment
History	Why did civilians find themselves in the front line in WW2? Assessment: evidence based evaluation on allied bombing campaign.	What were the turning points of WW2? Assessment: Extended writing on the bombing of Hiroshima and Nagasaki	How did the Superpowers become so powerful? Migration and Settlement in the American West. Stalin and the USSR.	Was the Cold War really cold? (1) Assessment: Who was to blame for the start of the Cold War? Was the Cold War really cold? (2) Assessment: Extended writing - The Cuban Missile Crisis	How did the Cold War end? China, Vietnam, Afghanistan and the the collapse of communism.	Introduction to GCSE: Migration enquiry – what does it mean to be British? Summative assessment: baseline test. End of unit formative assessment: how far have stories of migration to Britain been the same from the Middle Ages to the present?

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ICT iMedia / Certificate in Digital Applications	CS: Basic of inside a computer and the hardware components iMedia: Pre-production skills	CS: Python Programming iMedia: Pre-production skills	CS: Python Programming and Project iMedia: Multimedia	CS: Computational Thinking iMedia: Multimedia	CS: iMedia: Photoshop	CS: iMedia: Photoshop
Maths	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 1 - Arithmetic, Multiples & Factors • Unit 2 - Sequences • Unit 3 – Straight line graphs <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 1 - Non-Calculator Arithmetic • Unit 2 - Approximations • Unit 3 - Powers & Roots <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 4 – Approximations • Unit 5 – Percentages • Unit 6 – Perimeter & Area <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 4 - Multiples & Factors • Unit 5 - Fractions • Unit 6 - Ratios <p>Assessment Topic tests – 50 mins End of HT1 & HT2 Assessment – 50 mins</p>	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 7 – Fractions • Unit 8 - Transformations <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 7 - Percentages • Unit 8 - Algebraic Expressions <p>Assessment Topic tests – 50 mins</p>	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 9 – Ratio & Proportion • Unit 10 – Direct & Inverse Proportion • Unit 11 – Angles & 2D Shapes <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 9 - Equations, Identities & Inequalities • Unit 10 - Formulas & Functions • Unit 11 – Sequences <p>Assessment Topic tests – 50 mins End of HT3 & HT4 Assessment – 50 mins</p>	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 12 – Expressions • Unit 13 – Inequalities • Unit 14 – Probability <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 12 - Graphs & Equations • Unit 13 - Real-Life Graphs <p>Assessment Topic tests – 50 mins</p>	<p><u>Higher</u></p> <ul style="list-style-type: none"> • Unit 15 – Collecting Data • Unit 16 – Averages & Range • Unit 17 – Displaying Data <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Unit 14 - Proportion • Unit 15 - Angles & 2D Shapes • Unit 16 - Units, Measuring & Estimating <p>Assessment Topic tests – 50 mins End of Year Exams</p>

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Music	<p>Music theory 1 (Sharp Scales: Keys: chords: Notation) Blues – listening and performing: Ensemble skills 1</p> <p>Assessment On-going theory and listening Topic tests</p>	<p>Music theory 2 (Flat scales: Harmony: Rhythm) Reggae – Listening and performing: Ensemble skills 2 and first assessment. Group Christmas composition Whole school Carol concert</p> <p>Assessment On-going theory and listening topic tests</p>	<p>Rhythms of the World – African –Calypso – Bhangra End of year Rhythms of the World exam.</p> <p>Assessment Topic tests on each Ensemble practice sessions</p>	<p>Rhythms of the World – Samba – Indian Classical – Topic tests on each:</p> <p>Assessment Ensemble assessment 2 Solo Assessment 1</p>	<p>Rhythms of the World – Greek – Palestinian – Israeli</p> <p>Assessment Topic tests on each: Introducing Composition 1</p>	<p>Ensemble Live concert Introducing composition</p> <p>Assessment End of year Rhythms of the World exam.</p>
PE Core PE	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole</p>	<p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works</p>	<p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the</p>

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	whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.
PE BTEC Sport	<p>Students begin their BTEC Sport course with Unit 1 – Fitness for Sport and Exercise.</p> <p>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</p>	<p>Students continue with their BTEC Sport course Unit 1 – Fitness for Sport and Exercise.</p> <p>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</p>	<p>Students continue with their BTEC Sport Unit 1 – Fitness for Sport and Exercise.</p> <p>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</p>	<p>Students continue their BTEC Sport course with Unit 6 – Leading Sports Activities.</p> <p>Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.</p>	<p>Students continue their BTEC Sport course; Unit 6 – Leading Sports Activities.</p> <p>Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.</p>	<p>Students continue their BTEC Sport course; Unit 6 – Leading Sports Activities.</p> <p>Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.</p>

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Physics AQA	P1.1 Changes in Energy Stores P1.2 Conservation of Energy P1.3 Energy and Work P1.4 Gravitational Potential Energy Stores P1.5 Kinetic and Elastic Stores	P1.7 Energy Dissipation P1.8 Energy and Efficiency P1.9 Electrical Appliances P1.10 Energy and Power Assessment P1.6 Formative assessment P1.11 Formative assessment	P2.1 Energy Transfer P2.2 Infrared radiation (Triple Only) P2.3 More About Infrared Radiation (Triple Only)	P2.4 Specific Heat Capacity P2.5 RPA1/14 – Specific Heat Capacity P2.6 RPA1/14 – Specific Heat P2.7 Heating and Insulating Buildings Assessment P2.8 End-of-Topic Test Capacity Assessment	P3.1 Revision Lesson for Triple P3.2 RPA 2 – Thermal Insulation (Different Materials) P3.2 RPA 2 – Thermal Insulation (Same Materials) P3.3 RPA 2 – Assessment Thermal Insulation	P3.4 Energy Demands P3.5 Energy from Wind and Water P3.6 Power from the Sun and the Earth P3.7 Energy and the Environment P3.8 Big Energy Issues Assessment P3.9 End-of-Topic Test
RE	Introduction to Humanism Essay on debating the value of Humanism	An Introduction to debates and Ethics. Ethical Decisions Debate Task	- Crime and Punishment Ethics – including capital punishment and the effects of crime and prison Should we allow capital punishment group presentation and essay	Religion and Life-Abortion, blood transfusions and cloning Poster Assessment	Virtue ethics and the just war theory -War and Peace – Nuclear War project Newspaper Assessment on Nuclear War	Human Rights Human Rights Violation Case Study Task
Spanish	Module 1 – Desconectate (holidays, weather, preterite tense, present tense, what	Module 1 – Desconectate (holidays, weather, preterite tense, present tense, what you do in	Module 2 – Mi vida en el insti (school subjects, opinions, school facilities, school uniform	Module 2 – Mi vida en el insti (school subjects, opinions, school facilities, school	Module 3 – Mi gente (socialising and family, present tense, describing	Module 3 – Mi gente (socialising and family, present tense, describing people, social networks, para

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	<p>you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using 'usted')</p> <p>Assessment Year 9 Baseline test, start of term</p>	<p>summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using 'usted')</p> <p>Assessment End of Module 1 Assessment</p>	<p>and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)</p>	<p>uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)</p> <p>Assessment End of Module 2 Assessment</p>	<p>people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)</p>	<p>+ infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)</p> <p>Assessment End of Year 9 Mock exam (Mod1-3)</p>