

Year 8	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2	
Art	<b>Formal Elements</b> <ul style="list-style-type: none"> <li>Understand and use the formal elements of art</li> <li>Develop observational drawing</li> <li>Analyze the mark making and work of Vincent Van Gough</li> <li>Complete a final outcome showing mastery of the formal elements</li> <li>Critically evaluate the use of formal elements in own outcome using key terminology</li> </ul>	<b>Assessments w/c 2/12/19 before Christmas Holidays</b>	<b>Rotation to Food</b>	<b>Rotation to Technology</b>	<b>(Rotation) Jing Ju Masks</b> <ul style="list-style-type: none"> <li>Facial Proportions</li> <li>Research and understand how culture and art can interlink through the lens of Jing Ju masks</li> <li>Use Papier Mache to complete a 3D outcome</li> <li>Develop and refine own design based on Jing Ju masks</li> </ul> Critically evaluate own outcome.	<b>Rotation to Food</b>	
Technology	<b>Toy Car Project</b> <ul style="list-style-type: none"> <li>Writing a project brief.</li> <li>Marking out and cutting MDF accurately.</li> <li>Using power tools.</li> <li>Half joints.</li> <li>Technical specification.</li> <li>Market pull and technology push.</li> <li>Hand tools and risks.</li> <li>Scales of production</li> <li>Health and safety legislation</li> <li>Gantt charts.</li> <li>Simple circuits and motors.</li> <li>Vacuum forming.</li> <li>Practical testing.</li> </ul>		<b>Rotation to Art</b>	<b>Rotation to Food</b>	<b>Hydraulic Fire Engine</b> <ul style="list-style-type: none"> <li>2D Design CAD</li> <li>Free CAD 3d modelling.</li> <li>Flowcharts.</li> <li>Advanced marking out and cutting softwood.</li> <li>Design specification writing.</li> <li>Materials testing.</li> <li>Technical specification.</li> <li>Six cylinder hydraulic systems</li> <li>Pascal's principle</li> <li>Practical testing</li> </ul>	<b>Rotation to Art</b>	
Food	<b>Diet and Health (R1)</b> Food science: What is gluten? Skills focus: Bread Diet & health: Energy balance Nutrition and diet part 1 <ul style="list-style-type: none"> <li>Digestion</li> </ul> Nutrition and diet part 2 <ul style="list-style-type: none"> <li>The main nutrients, their function and sources</li> </ul> Assessment: An 'Eggs-cellent' idea		<b>Diet and Health (R1)</b> <ul style="list-style-type: none"> <li>What is gluten?</li> <li>Bread</li> <li>Energy balance and diet</li> <li>Nutrition and diet part 1</li> <li>An eggs-cellent idea</li> </ul> Nutrition and diet part 2	<b>Diet and Health (R1)</b> <ul style="list-style-type: none"> <li>What is gluten?</li> <li>Bread</li> <li>Energy balance and diet</li> <li>Nutrition and diet part 1</li> <li>An eggs-cellent idea</li> </ul> Nutrition and diet part 2	<b>February Half Term Holiday</b>  <b>Assessments w/c 10/2/20 before Easter Holidays</b>	<b>Pasta project (R2)</b> <ul style="list-style-type: none"> <li>Develop research skills</li> <li>Food design</li> <li>Math's in food</li> <li>Food science investigation: flour</li> <li>Saucy solutions</li> <li>Perfect pasta (extrusion)</li> <li>Putting it all together</li> <li>Labelling and costing</li> </ul>	<b>Pasta project (R2)</b> <ul style="list-style-type: none"> <li>Develop research skills</li> <li>Food design</li> <li>Math's in food</li> <li>Food science investigation: flour</li> <li>Saucy solutions</li> <li>Perfect pasta (extrusion)</li> <li>Putting it all together</li> </ul> Labelling and costing
Math's	<b>Numbers and the number system</b> <ul style="list-style-type: none"> <li>Prime factors and decomposition</li> <li>HCF and LCM</li> <li>Rounding</li> </ul> <b>Calculating</b>		<b>Probability</b> <ul style="list-style-type: none"> <li>Understand probability scale</li> <li>Calculate theoretical probabilities</li> </ul> <b>Algebraic proficiency</b>	<b>Proportional Reasoning</b> <ul style="list-style-type: none"> <li>Understand and use ratio to solve ratio problems</li> <li>Compound units</li> <li>Best value</li> </ul>		<b>Calculating space</b> <ul style="list-style-type: none"> <li>Calculate perimeter and area of quadrilaterals and circles</li> <li>Calculate volume and surface area of prisms</li> </ul>	<b>Probability</b> <ul style="list-style-type: none"> <li>Calculate probability for combined events</li> <li>Listing outcomes</li> <li>Use frequency trees</li> <li>Venn diagrams</li> </ul>
						<b>Whitsun Half Term Holiday</b>	<b>Assessments w/c 15/6/20 before summer holidays</b>
							<b>Rotation to Technology</b>

	<ul style="list-style-type: none"> <li>Calculating integers and decimals, positive and negative</li> </ul> <b>Visualising and constructing</b> <ul style="list-style-type: none"> <li>Enlargements and scale diagrams</li> <li>Bearings</li> </ul>	<ul style="list-style-type: none"> <li>Simplifying expressions</li> <li>Understand and use indices</li> <li>Rearranging simple formula</li> </ul> <b>Sequences</b> <ul style="list-style-type: none"> <li>Term to term and position term rules for linear sequences</li> </ul> <b>Exploring Fractions decimals and percentages</b> <ul style="list-style-type: none"> <li>Use a multiplier for percentage change</li> <li>Simple and compound interest</li> </ul>	<b>Calculating Fractions, decimals and percentages</b>  <b>Investigating angles</b> <ul style="list-style-type: none"> <li>Angles in 2D shapes</li> <li>Angles in polygons</li> <li>Angles in parallel lines</li> </ul>		<b>Solving equations and inequalities</b> <ul style="list-style-type: none"> <li>Solving linear equations with unknowns, brackets on both sides including positive and negative solutions</li> </ul>	<b>Data presentation</b> <ul style="list-style-type: none"> <li>Interpret and use histograms, pie charts and scatter diagrams</li> </ul>	
<b>English</b>	<b>Romantic Poetry</b> <ul style="list-style-type: none"> <li>Blake, Wordsworth, Shelley, Coleridge</li> <li>Begin poetry comparison</li> <li>Socio-historical context</li> </ul>	<b>Julius Caesar</b> <ul style="list-style-type: none"> <li>Rhetorical analysis</li> <li>Socio-historical context</li> <li>Begin Thematic analysis</li> <li></li> </ul>	<b>Civil Rights</b> <ul style="list-style-type: none"> <li>Of Mice and Men</li> <li>Protest Poetry: Angelou</li> <li>Civil Rights movement socio-historic context and rhetoric: Martin Luther King and Malcolm X</li> </ul>		<b>Civil Rights</b> <ul style="list-style-type: none"> <li>Of Mice and Men</li> <li>Protest Poetry: Angelou</li> </ul> Civil Rights movement socio-historic context and rhetoric: Martin Luther King and Malcolm X	<b>Dystopia</b> <ul style="list-style-type: none"> <li>Lord of the Flies</li> <li>Short Stories: Bradbury</li> <li>Poetry</li> </ul>	<b>Dystopia</b> <ul style="list-style-type: none"> <li>Lord of the Flies</li> <li>Short Stories: Bradbury</li> <li>Poetry</li> </ul>
<b>RE</b>	<b>Buddhism</b> <ol style="list-style-type: none"> <li>Introduction to Buddhism</li> <li>The early life of Siddhartha Gautama</li> <li>The Four Sights and the Great Departure</li> <li>What is Meditation?</li> <li>The Path to Enlightenment/ The Middle Way</li> <li>The Three Signs of Being</li> <li>The Four Noble Truths</li> <li>The Eightfold Path</li> <li>What is the Sangha (incl. 3 Jewels &amp; 5 Precepts)</li> <li>Buddhism and Science</li> <li>The Spread of Buddhism</li> <li>Different types of Buddhists</li> </ol>	<b>Christianity - Did Jesus save the world?</b>  Visit to the Good Shepherd <ol style="list-style-type: none"> <li>Why is Jesus called 'saviour'?</li> <li>What does today's world need to be saved from?</li> <li>How does Jesus turn darkness into light?</li> <li>Did the birth of Jesus save the world?</li> <li>Did the life of Jesus save the world?</li> <li>Does Jesus still save people today?</li> <li>Did the death of Jesus save the world?</li> <li>Why is it called 'Good' Friday?</li> <li>How has the suffering of Jesus rescued people in the world?</li> <li>Did the resurrection of Jesus save the world?</li> <li>What happened to Jesus after the resurrection?</li> </ol>	<b>Islam</b> <ol style="list-style-type: none"> <li>What do Muslims believe?</li> <li>Sunni and Shia split</li> <li>Where do Muslims learn about their faith?</li> <li>The Qur'an</li> <li>The Sunnah</li> <li>The Prophet Muhammad</li> <li>What are Muslim attitudes to rights and responsibilities?</li> <li>Islamic charitable organisations</li> </ol>		<b>Christianity Rituals of Life</b> <ol style="list-style-type: none"> <li>What do Christians believe about rituals of life?</li> <li>Where do Christians learn about the rites of their faith?</li> <li>How do Christians express/demonstrate their rites of their faith, beliefs and spirituality? <ol style="list-style-type: none"> <li>Birth, naming, Christening, Baptism</li> <li>Personal prayer, Bible study, good works, acts of kindness.</li> <li>Why people make personal decisions to be baptized and/or confirmed?</li> <li>How Christians express their faith in marking the end of life? Death, funerals, belief in everlasting life.</li> </ol> </li> </ol>	<b>Christianity Global issues</b> <ol style="list-style-type: none"> <li>What issues do we face?</li> <li>Why is war a problem? Christian perspectives</li> <li>What is pacifism?</li> <li>Why is peace important?</li> <li>Why are there refugees and how should Christians respond?</li> <li>What is the cause of poverty?</li> <li>What are the Christian attitudes to poverty?</li> <li>What is stewardship?</li> <li>What is Fairtrade? What can we do?</li> </ol>	<b>Philosophy and Ethics</b> <ol style="list-style-type: none"> <li>Where do beliefs come from?</li> <li>What is the difference between belief and knowledge?</li> <li>What is meant by a 'leap of faith'?</li> <li>How do expressions of faith and belief impact on others? <ol style="list-style-type: none"> <li>How do religious beliefs impact relationships?</li> <li>Where do ethics come from?</li> </ol> </li> <li>How do religious beliefs impact history, politics and society? <ol style="list-style-type: none"> <li>Should a political party have a religious affiliation?</li> <li>What is the difference between religion and science?</li> <li>What is 'truth'?</li> </ol> </li> </ol>

<b>Geography</b>	<p><b>Central America Mexico-kidnap capital of the World!</b></p> <ol style="list-style-type: none"> <li>1. Relief of Mexico</li> <li>2. Population distribution.</li> <li>3. Economic drivers of Mexico's growth.</li> <li>4. Growth of Mexico city.</li> <li>5. Challenges and benefits of Mexico City's rapid growth.</li> <li>6. Life in the slums.</li> <li>7. Future of Mexico-is there a sustainable way forward?</li> </ol>	<p><b>Asia India- Rise of a superpower.</b></p> <ol style="list-style-type: none"> <li>1. Relief of India.</li> <li>2. Population distribution.</li> <li>3. Globalisation and the impact on India.</li> <li>4. Spatial inequalities within India.</li> <li>5. Outsourcing and the new economy i.e. call centres in Delhi.</li> <li>6. Sweatshop conditions.</li> <li>7. Winners and losers</li> </ol>	<p><b>N. America- Hurricanes. USA</b></p> <ol style="list-style-type: none"> <li>1. Relief of USA</li> <li>2. Population distribution.</li> <li>3. Formation of hurricanes.</li> <li>4. Impacts of hurricanes- Hurricane Sandy.</li> <li>5. Comparative case study with Hurricane Katrina.</li> <li>6. Preparation, prediction and planning.</li> <li>7. Trump and climate change.</li> </ol>	<p><b>Africa Uganda DME</b></p> <ol style="list-style-type: none"> <li>1. Relief of Uganda.</li> <li>2. Population distribution.</li> <li>3. Problems of rural Uganda.</li> <li>4. Spatial and social inequalities.</li> <li>5. Solutions to inequalities.</li> <li>6. Management – top down.</li> <li>7. Bottom up strategies.</li> <li>8. DME style assessment.</li> </ol>	<p><b>Europe- UK Coasts</b></p> <p>Focus on Holderness</p> <ol style="list-style-type: none"> <li>1. Relief of the UK</li> <li>2. Population of the UK.</li> <li>3. Wave structures.</li> <li>4. Erosion (including weathering-biological, atmospheric and chemical) and depositional features</li> <li>5. Discordant and concordant coastlines (link to geology)</li> <li>6. Coastal erosion.</li> <li>7. Strategies to save the coast.</li> <li>8. Field trip write up.</li> </ol>	<p><b>Middle East- Deserts compared to Russian Tundra</b></p> <ol style="list-style-type: none"> <li>1. Locations of Saudi Arabia and Russian tundra.</li> <li>2. Climate of both regions</li> <li>3. Biomes of both regions.</li> <li>4. Net primary productivity of both regions.</li> <li>5. Animal adaptations.</li> <li>6. Plant adaptations.</li> <li>7. Human adaptations.</li> <li>8. Impact of climate</li> </ol>
<b>History</b>	<p><b>The Trans-Atlantic Slave Trade</b></p> <p>Skill: Source analysis</p> <p><b>Assessment: How useful are sources in showing life under slavery?</b></p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• African Slavery</li> <li>• Triangular Trade</li> <li>• The Middle Passage</li> <li>• Auctions</li> <li>• Plantation life</li> <li>• Punishments</li> <li>• Slave resistance</li> <li>• Abolition</li> </ul>	<p><b>20<sup>th</sup> Century USA- Reconstruction to Civil Rights</b></p> <p>Skill: Causation and Change</p> <p><b>Assessment: How far did the lives of African Americans change in the Reconstruction?</b></p> <p>Why was the Civil Rights Movement successful?</p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• Jim Crow Laws</li> <li>• Segregation</li> <li>• Sharecroppers</li> <li>• Ku Klux Klan</li> <li>• Montgomery Bus Boycott</li> <li>• Freedom Riders</li> <li>• Martin Luther King</li> <li>• Sit-ins</li> <li>• Civil Rights Act</li> </ul>	<p><b>The Industrial Revolution</b></p> <p>Skill: Change and continuity</p> <p><b>Assessment: How did the Industrial Revolution change British Society?</b></p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• Inventions</li> <li>• Public health</li> <li>• Railways</li> <li>• Turnpike roads</li> <li>• Factory Conditions</li> <li>• Jack the Ripper</li> </ul>	<p><b>The First World War</b></p> <p>Skill: Source analysis</p> <p><b>Assessment: How useful are sources in showing life as a soldier in the trenches of WWI?</b></p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• M-A-I-N</li> <li>• Assassination</li> <li>• Signing up</li> <li>• Trench warfare</li> <li>• Letters and censorship</li> <li>• Propaganda</li> </ul>	<p><b>The Second World War</b></p> <p>Skill: Causation</p> <p><b>Assessment: What caused the outbreak of WWII?</b></p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• Churchill</li> <li>• Treaty of Versailles</li> <li>• Hitler</li> <li>• Dunkirk</li> <li>• Battle of Britain</li> <li>• Pearl Harbour</li> <li>• D-Day</li> <li>• Operation Barbarossa</li> <li>• Atomic Bomb</li> </ul>	<p><b>The Holocaust</b></p> <p>Skill: Interpretation</p> <p><b>Assessment: Why did the holocaust happen?</b></p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Pre-war treatment of Jews</li> <li>• Ghettoes</li> <li>• The Final Solution</li> <li>• Death Camps</li> <li>• Holocaust Denial</li> </ul>

Year 8	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
PE	<p>Two groups will choose from the following:</p> <p><b>Basketball</b> Passing on the move, lay-up shooting and positioning and zone defending.</p> <p><b>Table Tennis</b> Rules, variation of serve, top spin, back spin, introduction to doubles games</p> <p><b>Wall Ball</b> Basic rules, serve, forehand and positioning on court, strategies and tactics.</p> <p>Inter-house competition: <b>Basketball</b></p> <p><b>GIRLS</b></p> <p><b>Tag Rugby</b> Ball handling, passing behind on diagonal, scoring a try, defending in straight lines.</p> <p>Inter-house competition: <b>Tag Rugby</b></p>	<p>Both groups will take part in:</p> <p><b>Rugby:</b> Passing technique, tackling with safety, attacking on diagonal and defending on the straight, try scoring.</p> <p>Inter-house competition: <b>Full Contact Rugby/Tag Rugby</b></p> <p><b>GIRLS</b></p> <p><b>Trampoline</b> Recap on basic shapes in year 7, introduction to swivel hips progressions, focus on linking skills together and fluency of performance routines, evaluating performance of selves and peers.</p> <p>Inter-house competition: <b>Trampoline</b></p>	<p>Both groups will take part in:</p> <p><b>Football:</b> Passing from different distances, shooting from different angles attacking, ball control and defending strategies</p> <p>Inter-house competition: <b>Football</b></p> <p><b>GIRLS</b></p> <p><b>Netball</b> Recap Chest, shoulder and bounce pass technique, passing on the move and placement of ball, different types of dodging, intro to defence strategies marking a player and interception, intro to full 7 aside games and positions</p> <p>Inter-house competition: <b>Netball</b></p>	<p>Two groups will choose from the following:</p> <p><b>Basketball</b> Passing on the move, lay-up shooting and positioning and zone defending.</p> <p><b>Table Tennis</b> Rules, variation of serve, top spin, back spin, introduction to doubles games</p> <p><b>Wall Ball</b> Basic rules, serve, forehand and positioning on court, strategies and tactics.</p> <p>Inter-house competition: <b>Table Tennis</b></p> <p><b>GIRLS</b></p> <p><b>Fitness/Orienteering</b> Recap on fitness components, HR and short term effects of exercise. Introduction to orienteering skills.</p> <p>Inter-house competition: <b>Dodge ball</b></p>	<p><b>GIRLS &amp; BOYS</b></p> <p><b>Athletics</b> Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay. Field events – shot-put, discus and javelin. Development of technique and opportunity to practice for sports day!</p> <p>No inter-house due to short half term</p>	<p>Choice of the following activities:</p> <p><b>Kwik Cricket</b> Catching, throwing underarm and overarm technique, introduce forward drive and legside batting, introduce bowling and wicket keeping. Variation games: nonstop cricket, diamond cricket, pairs cricket.</p> <p><b>Rounder's</b> Catching, throwing underarm and overarm technique, positioning of fields, basic batting skills, introduction to full 9 aside rules and tactics and strategies.</p> <p><b>Softball</b> Basic rules, batting catching and variation of rules.</p> <p><b>Tennis</b> Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Serve technique and drop shot. Introduce tactics and strategies to outwit opponent. Introduce scoring system.</p> <p>Inter-house competition <b>Boys:</b> <b>Dodge ball</b></p> <p><b>Girls:</b> <b>Rounder's</b></p>
	Science	<p><b>Photosynthesis</b></p> <ul style="list-style-type: none"> <li>- The structure and function of the leaf.</li> <li>- Word and symbol equation for photosynthesis.</li> <li>- Evidence for photosynthesis.</li> </ul> <p><b>Mixtures and solution</b></p> <ul style="list-style-type: none"> <li>- Compounds vs mixtures</li> <li>- Making solutions</li> <li>- Diffusion</li> </ul>	<p><b>Respiration</b></p> <ul style="list-style-type: none"> <li>- The word and symbol equation for respiration.</li> <li>- Mitochondria.</li> <li>- Aerobic vs anaerobic respiration.</li> <li>- Evidence for respiration.</li> </ul> <p><b>Separation techniques</b></p> <ul style="list-style-type: none"> <li>- Filtration and crystallization</li> </ul>	<p><b>Enzyme theory</b></p> <ul style="list-style-type: none"> <li>- Structure and function of enzymes.</li> <li>- Uses of enzymes.</li> <li>- Enzyme activity and surrounding conditions.</li> </ul> <p><b>Further Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>- Making observations on chemical reactions.</li> <li>- Writing word and symbol equations for chemical reactions.</li> </ul>	<p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>- DNA</li> <li>- Inheritance.</li> <li>- Variation.</li> </ul> <p><b>Metals and non-metals</b></p> <ul style="list-style-type: none"> <li>- Metals and non-metals on the periodic table.</li> <li>- Properties and uses of metals.</li> <li>- Properties and uses of non-metals.</li> </ul> <p><b>Moments</b></p>	<p><b>Classification and Evolution</b></p> <ul style="list-style-type: none"> <li>- Classifying organisms into groups.</li> <li>- The vertebrate classes.</li> <li>- The invertebrate classes.</li> <li>- Natural selection.</li> </ul> <p><b>Reactivity Series</b></p> <ul style="list-style-type: none"> <li>- Order of reactivity of metals.</li> <li>- Determining order from observation</li> <li>- Determining order from</li> </ul>



<p><b>French</b></p>	<p>Studio2Red Module 1 <b>GCSE Le temps des loisirs</b> <b>T'es branché(e)</b></p> <ol style="list-style-type: none"> <li>1. <i>La télé</i> Talking about TV programmes The present of -er verbs</li> <li>2. <i>J'ai une passion pour le cinéma</i> Talking about films The present of 'avoir' and 'être'</li> <li>3. <i>La lecture</i> Talking about reading -ir and -re verbs</li> <li>4. <i>Que fais-tu quand tu es connecté(e)</i> Talking about the internet Aller and faire</li> <li>5. <i>Qu'est-ce que tu as fait hier soir ?</i> Talking about what you did yesterday The perfect tense</li> </ol> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Studio2rouge</b></p>	<p>Studio2Red Module 2 <b>GCSE Le grand large / au college</b> <b>Paris, je t'adore</b></p> <ol style="list-style-type: none"> <li>1. <i>Une semaine à Paris</i> Saying what you did in Paris The perfect tense of regular verbs</li> <li>2. <i>Mon album photo</i> Saying when you did things The perfect tense of irregular verbs</li> <li>3. <i>C'était comment, les catacombes!</i> Understanding information about tourist attraction C'était... j'ai trouvé ça</li> <li>4. <i>24 heures chrono!</i> <i>Saying where you went and how</i> <i>The perfect tense with être</i></li> <li>5. <i>Qui a volé la Joconde ?</i> Interviewing a suspect Asking questions in the perfect tense</li> </ol> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Studio2rouge</b></p>	<p>Studio2Red Module 3 <b>GCSE Qui suis-je?/ Le temps des loisirs</b> <b>Mon identité</b></p> <ol style="list-style-type: none"> <li>1. <i>Mon caractère</i> Talking about personality Adjectival agreement</li> <li>2. <i>On se dit tout</i> Talking about relationship Reflexive verbs</li> <li>3. <i>Quelle musique écoutes-tu?</i> Talking about music The near future tense</li> <li>4. <i>Mon style</i> Talking about clothes The near future tense</li> <li>5. <i>De quoi es-tu fan ?</i> Talking about your passion Past, present and future tenses</li> </ol> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Studio2rouge</b></p>	<p>Studio2Red Module 4 <b>GCSE De la ville a la campagne</b> <b>Chez moi, chez toi</b></p> <ol style="list-style-type: none"> <li>1. <i>Là où j'habite</i> Describing where you live Comparative adjectives</li> <li>2. <i>Dans mon appart'</i> Describing your home Prepositions</li> <li>3. <i>À table, tous le monde</i> Talking about meals <i>Boire and prendre</i></li> <li>4. <i>Il faut faire des crêpes</i> <i>Discussing what food to buy</i> <i>Il faut</i></li> <li>5. <i>On est allés au carnaval</i> Talking about an event Using 3 tenses</li> </ol> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Studio2rouge</b></p>	<p>Studio2Red Module 5 <b>GCSE Qui suis-je?</b> <b>Quel talent?!</b></p> <ol style="list-style-type: none"> <li>1. <i>La France a du talent</i> Talking about talent and ambition Infinitives and the verb vouloir</li> <li>2. <i>Je dois gagner</i> <i>Encouraging or persuading someone</i> <i>Pouvoir and devoir</i></li> <li>3. <i>Ne fais pas ça !</i> Rehearsing for the contest The imperative</li> <li>4. <i>C'est qui le meilleur</i> Saying who is the best, the most, the least Superlative adjectives</li> <li>5. <i>Et le gagnant est</i> Showing how much you can do with the French language Using a variety of structures and tenses</li> </ol> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Studio2rouge</b></p>	<p>Studio2Red Module 6 <b>GCSE Le grand large / au college/Un œil sur le monde</b> <b>Studio Découverte</b></p> <ol style="list-style-type: none"> <li>1. <i>Le monde et les pays francophone</i> <i>World geography and French speaking countries</i></li> <li>2. <i>Les sciences</i> <i>How to plant a garden</i></li> <li>3. <i>La révolution française</i> The French Revolution</li> </ol>
<p><b>Spanish</b></p>	<p><b>¡Viva! 2 Módulo 1 : Mis vacaciones</b> <b>GCSE theme : Local, national, international and global areas of interest</b> <b>Aim:</b> Student would be able to talk about their past holiday. <b>Grammar:</b> Using Preterite verbs ending ar -er- ir. Ver in past tense ir - vi - ser -</p> <ul style="list-style-type: none"> <li>• <i>De vacaciones</i></li> <li>• <i>¿Qué hiciste?</i></li> <li>• <i>El último día</i></li> <li>• <i>¿Cómo te fue?</i></li> <li>• <i>El verano pasado</i></li> <li>• <i>¡Vaya vacaciones</i></li> </ul> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Viva2 blue</b></p>	<p><b>¡Viva! 2 Módulo 2 : Todo sobre mi vida</b> <b>GCSE theme : Identity and culture</b> <b>Aim:</b> Student would be able to say how they use their phone. <b>Grammar:</b> Revising present tense. Irregular verbs ar-er-ir and stem changing verbs. Using comparatives.</p> <ul style="list-style-type: none"> <li>• <i>Mi vida, mi móvil</i></li> <li>• <i>¿Qué tipo de música te gusta?</i></li> <li>• <i>Me gustan las comedias</i></li> <li>• <i>¿Qué hiciste ayer?</i></li> <li>• <i>Mi guía</i></li> <li>• <i>Mi vida, tu vida</i></li> </ul> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Viva2 blue</b></p>	<p><b>¡Viva! 2 Módulo 3 : ¡A comer!</b> <b>GCSE theme : Identity and culture</b> <b>Aim:</b> Student would be able to say what food they like and use a range of opinions. <b>Grammar:</b> Definite articles, negatives and use of future tenses. Plus a range of Time phrases</p> <ul style="list-style-type: none"> <li>• <i>¿Qué te gusta comer?</i></li> <li>• <i>¿Qué desayunas?</i></li> <li>• <i>En el restaurante</i></li> <li>• <i>¿Qué vamos a comprar?</i></li> <li>• <i>¡Fiesta!</i></li> </ul> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson <b>(linguscope)</b> Exam based on <b>Viva2 blue</b></p>	<p><b>¡Viva! 2 Módulo 4 : ¿Qué hacemos?</b> <b>GCSE theme : Identity and culture</b> <b>Aim:</b> Student would be able to express what they would like to do, if they go out. Explain their dairy routine all linked with the time. <b>Grammar:</b> Conditional + infinitive verbs. Use of stem changing verb. Reflexive verbs in present tense.</p> <ul style="list-style-type: none"> <li>• <i>¿Te gustaría ir al cine?</i></li> <li>• <i>Lo siento, no puedo</i></li> <li>• <i>¿Cómo te preparas?</i></li> <li>• <i>Mi rutina diaria mañana y tarde</i></li> <li>• <i>La hora y tu rutina</i></li> </ul> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO</p>	<p><b>¡Viva! 2 Módulo 4 : ¿Qué hacemos?</b> <b>GCSE theme : Identity and culture</b> <b>Aim:</b> Student would be able to talk about their clothes. What they like &amp; don't to wear. Either during their free time or at school. <b>Grammar:</b> Adjective agreement Demonstrative adjectives Use 3 tenses present, preterite and future all together.</p> <ul style="list-style-type: none"> <li>• <i>¿Qué vas a llevar?</i></li> <li>• <i>¡Hoy partido!</i></li> <li>• <i>La ropa</i></li> <li>• <i>El uniforme escolar</i></li> <li>• <i>¿Que prefieres?</i></li> <li>• <i>Un baile de disfraces</i></li> </ul> <p>Weekly test 10 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b></p>	<p><b>¡Viva! 2 Módulo 5 : Operación verano</b> <b>GCSE theme : Local, national, international and global areas of interest.</b> <b>Aim:</b> Student would be able to describe their home. <b>Grammar:</b> Use of comparatives and superlatives + adjectives. Imperatives Use 3 tenses present, preterite and future all together.</p> <ul style="list-style-type: none"> <li>• <i>¿Qué casa prefieres?</i></li> <li>• <i>¿Qué se puede hacer en...?</i></li> <li>• <i>¿Dónde está?</i></li> <li>• <i>Campamentos de verano</i></li> <li>• <i>¡Destinos!</i></li> </ul>

								+ review of lesson (linguасcope) Exam based on Viva2 blue	HW: weekly vocabulary in KO + review of lesson (linguасcope) Exam based on Viva2 blue		
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