

**Year 9 GCSE Art and Design
Formal Elements**

Autumn	Spring	Summer
<p><u>Term 1: Identity</u> Learners will record a range of drawing studies in graphite, pen, ink and crayon (Fine Art media). Learning will focus on the Formal Elements of Art. Line, shape, form, tone, texture, pattern, colour, space and composition. Line, tone, form and colour will be a focus; alongside proportion. Mark making, blending, shading, enlarging and gridding will be investigated using primary and secondary sources. Learners will encounter and look at great artists, craft makers and designers. They will focus on practical skills and techniques. Learners will be introduced to a range of artists. Lens based skills will be introduced. Drawing for different purposes to catch mood, movement and feeling will be explored; alongside proportion and scale.</p>	<p><u>Term 2: Events</u> Learners will investigate icons and idols in the contemporary art world and events happening in the media and news today. They will explore how digital media has enhanced but changed society today. They will produce their own artwork which conveys a message or hidden meaning. Learners will recall the artist, Barbara Kruger and Hannah Hoch from Year 8. Learning will focus on line, shape, form, tone, texture, pattern, colour, space and composition. Mixed media, assemblage, photomontage, typography will be investigated this term.</p>	<p><u>Term 3: Architecture</u> Learners will record a range of drawing studies in graphite, pen, ink and crayon (Fine Art media). They will record ideas linked to different times and styles of architecture. For example, Baroque and Gothic. Learners will look at different cultures and travel. Resist techniques will be explored using pen, graphite and masking tape. Local artist Ian Murphy's drawings will be looked at. Learners will collect primary and secondary sources to create moodboards and research pages linked to architecture. Learners will produce a final piece and they will choose a suitable scale to work on. Tone, light and dark will be a focus here.</p>

Assessment and Exams

<p><u>HT1</u> A baseline test will link to KS2. Focussing on line, tone and form. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><u>HT2</u> Drawing studies and annotation.</p>	<p><u>HT3</u> Proportion, gridding and scale assessment. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><u>HT4</u> Drawing studies with annotation and final outcome.</p>	<p><u>HT5</u> Media assessment. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><u>HT6</u> Drawing studies with annotation and final outcome. Final sketchbook.</p>
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Year 9 - Computing (SOW)		
Term one	Term two	Term three
HT1 Computer Systems: Learners will explore what a computer system is, different types of computer systems, storage and the key function of specific hardware components within a computer system	HT1 Computer Networks: Learners will explore what a computer network is, different types of computer networks and network security.	HT1 Algorithms: Learners will explore algorithms in detail, different types of algorithms and how they behave.
HT2 Computer Systems continued.	HT2 Computer Networks continued.	HT2 Algorithms continued.
Assessment and Exams		
Computer Systems assessment Exam Practice Question assessment activities Literacy Key word focused assessments	Computer Networks assessment Exam Practice Question assessment activities Literacy Key word focused assessments	Algorithms assessment Exam Practice Question assessment activities Literacy Key word focused assessments

Year 9 – Drama

(1 lesson a week and a 'class' rotation of 15 learners approximately half termly)

Term One

HT1/2: Devised themed Performance: Rehearsals and performance; Technology Taking Over Tots' considering various staging, characters, lighting and sound. Learners will continue to develop their vocal and physical skills such as creating and developing character and Learners will be given a range of real-life and fictional scenarios upon which they must create the devised work. Learners will create work for target audiences and work towards a performance or presentation delivering their ideas. The scheme of learning is aimed to develop a learners imagination and to also develop the Learners understanding of their own effect and use of voice and movement. Learners will be given a range of thought provoking stimuli for which they must complete imaginative improvisational and create performances

Term Two

HT3/4: Play Study: Hard to Swallow – theme exploration: Learners will be shown extracts from the play. This will be accompanied by teaching of social context, style, stage techniques and exploration of the characters' motives, actions and impact of social themes. Learners are to be assessed: How would Learners perform a character from an extract in the play. Learners will continue to develop their vocal and physical skills and focus on 1 character in a chosen scene from the play. They will consider staging, lighting and they will assume the roles of directors, actors, stage managers, sound and lighting technicians. They will have the opportunity to develop a rounded character.

Term Three

HT5/6: Digital/Live Performance-Successful Actor study and review: TBC: Learners will watch a film or live performance and choose 2 actors they deem to be successful using the criteria given. They will analyse how another performer successfully creates their role using their vocal and physical skills. Learners will be asked to review these successes using analysing and evaluative techniques and language. Learners are to be assessed: Review of successful performances in a professional setting.

Assessment and Exams

Learners will be assessed in a practical performance and theory task each half term on the knowledge and skills learned throughout the topics.

Year 9		
Unit One	Unit Two	Unit Three
<p>Perspective, Tone and Style Learners will begin Year 9 by exploring the concepts of tone and perspective and how a writer will craft these concepts to manipulate the reader.</p> <p>Learners will complete a study of the works of non-fiction writer Bill Bryson and begin to examine a writer's identity and how their work is recognisable as a result of their tones and perspectives.</p>	<p>Texts as a Construct – A Tour of Dickens and the 19th Century Learners will use this module to apply all their knowledge of the English concepts previously taught. They will examine the context of the 19th century before looking at Dickens' identity as a writer through a tour of his life and work. Learners will then go on to read Jekyll and Hyde using this challenging text to apply all their knowledge on characterisation, setting, perspectives, the gothic and form and structure. The module will also lay the foundations on important knowledge for when learners begin their GCSE studies next year.</p>	<p>Grammar and Meaning – Modern Fiction Learners will finish their KS3 learning by exploring the role of grammar and meaning in texts. They will look back through literary history to Shakespeare and the role of leaders in Shakespeare before moving to modern day examples. Learners will finish the year by reading a modern fictional text which will be used to again apply their knowledge of the key concepts learnt during the last three years. The modern text will deal with challenging topics that will build cultural capital. Learners will finish by writing an individual critical essay on the modern novel.</p>
Assessment and Exams		
<p>Unit One Assessment – Learners will be tested on both reading and writing skills Unit Two Assessment – Learners will be tested on two reading assessments for both Dickens and Jekyll and Hyde. They will also complete two creative writing pieces. Unit Three Assessment – Learners will be tested again on reading and writing skills and they will have a knowledge quiz on their response to the modern novel.</p>		

Geography Curriculum

Year 9

<p><u>Autumn Term 1</u> Exploring Rivers Rivers are a feature of the physical landscape and that are constantly changing and can change the human landscapes around them. Rivers are a constant feature of the landscape in the UK and in other countries. This study in to rivers will allow learners to understand the different geomorphic processes that change the river landscape and the many impacts that these can have on a variety of groups of people.</p>	<p><u>Spring Term 1</u> Exploring Antarctica Antarctica is one of the most fragile ecosystems on earth. Despite its reputation as an empty and lifeless place the continent has much to offer learners in terms of scientific research and understanding of the impacts of climate change. A global initiative has been put in place and Antarctica has been protected as a result of this international strategy.</p>	<p><u>Summer Term 1</u> Exploring Sustainability Sustainability is one of the most important topics for young people to understand in today's modern society. Learners will explore the nature of sustainability by looking at alternatives to oil and non-renewable resources. They will become familiar with several case studies where a balance of different groups of people's opinions to draw a clear and well justified conclusion.</p>
<p><u>Autumn Term 2</u> Exploring Inequality Learners will begin to explore the idea of global and local inequality. A focus on not only LIDCs but a look at the inequalities that exist in some of the most advanced countries in the world, for example the north south divide that exists in England today. India will also be used as an example as we explore different ways that inequality can be tackled in an EDC.</p>	<p><u>Spring Term 2</u> Exploring Oil The Middle East is a controversial area of the world that has seen many conflicts and has the largest reserves of oil in the world. Learners will discover the multiple and diverse uses for this non-renewable resource and the challenges that the planet faces as a result. The in-depth study of this conflicts will develop learners understanding of an interconnected world.</p>	<p><u>Summer Term 2</u> Exploring Salford Quays Learners will take part in a fieldwork investigation in to the development and regeneration of Salford Keys. Learners will explore secondary sources and look at the history of Manchester Quays, the decline of the 70s and follow up with primary data collection at the Salford Quays site.</p>

Assessment

- Assessment will be conducted at the end of two rubrics and in line with school data points.
Learners will be assessed on the content from two half terms and will cover a wide range of skills.
1. Recall which focuses on key content and information.
 2. Geographical skills which include the use of map, graphs, statistics and infographics.
 3. Extended writing and application where learners are required to apply their learning to an extended answer question.

Health & Wellbeing – Key Stage 3

Term One	Term Two	Term Three
<p>HT1 Focus – Character Competency – Character Intent – To develop and build character of learners that will give them key skills for life at RSHS and beyond. Overview: All learners will start with team building exercises where they will discuss in detail what it takes to be a role model, what is meant by the term citizenship and how we can promote equality within sport and physical activity.</p>	<p>HT1 Focus – Leadership Competency – Communication Intent – To allow learners to develop their self-confidence and range of communication skills through leadership. Overview: Learners will discover what it takes to be a leader, developing personal qualities and self-confidence through sport and physical activity.</p>	<p>HT1 Focus – Decision Making Competency – Critical Thinking Intent – To develop confidence when reviewing their own performance and have the knowledge to make tactical decisions. Overview: Learners will identify different tactics used in a variety of sports and discuss the use of tactical play. Learners will observe and review their own and their peers performance giving tactical advice to improve performance.</p>
<p>HT2 Focus – Health & Fitness Competency – Citizenship Intent – To ensure all learners understand the benefits of a healthy active lifestyle. Overview: Introduce the various components of fitness and encourage discussion amongst learners about the benefits of a healthy active lifestyle. Learners will discover different methods of testing physical health and be able to identify of how different types of physical training can improve specific components of fitness.</p>	<p>HT2 Focus – Coaching Competency – Collaboration Intent – To give learners the tools to reflect on their own performance, identifying strength and areas to improve. Setting targets will allow learners to develop their knowledge of development. Overview: Using skills covered through the previous leadership focus learners will complete a number of activities where they take the lead, coaching their peers and others. Sharing good practice and setting targets to improve their performance.</p>	<p>HT2 Focus – Performance Competency – Creativity Intent – To allow learners opportunity to select and combine various skills whilst understanding the demands of successful performance. Overview: As they come to the end of their year 7 journey learners will reflect on the range of skills covered throughout the year. Learners will be given the opportunity to select, combine and perform their strongest of skills through physical activity.</p>

Assessment and Exams

Assessment – Ongoing assessment through observation, performance analysis and targeted Q&A.

All learners will end each half term focus with a competitive full year tournament. The key 'I can' statements will form much of our assessment throughout the year and will allow decisions to be made regarding key skills and levels of performance.

Year 9 – History – September 2020

Term One	Term Two	Term Three
<p>HT1 Suffragettes and the fight for the vote Learners will investigate the role the Suffragettes played in the fight for the vote. Using contemporary sources we will look at attitudes towards the Suffragettes at the time and analyse how successful they actually were.</p>	<p>HT3 The Second World War Learners will investigate why the world went to war again in 1939. Was Hitler to blame for the outbreak of war? What were the turning points in the conflict and why were the British and her allies victorious?</p>	<p>HT5 Was the atom bomb justified? Learners will investigate the US decision in 1945 to drop the world's first atom bomb on Japan. This action ended the Second World War but was this justified? How did the atom bomb change the history of the world?</p>
<p>HT2 Rise of the Dictators Learners will investigate the revolutionary new ideas that shaped the world in the 20th Century. Why did dictatorships take hold in Europe after the First World War? What impact might this have on the chances for peace?</p>	<p>HT4 The Holocaust in Europe Learners will investigate the long history of anti-Semitism in Europe and how the context of the war led to the Holocaust. Why do such events happen, who is to blame and how should they be remembered in schools?</p>	<p>HT6 Changing Britain Learners will investigate how life in Britain has changed since 1945. How has our work, culture and technology changed? What rights have we gained and how has our health and medicine changed? How has the 20th Century shaped the world we see around us now?</p>

Assessment and Exams

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. A formal exam will be held with learners in exam conditions at least once in the academic year.

Year 9 – I Media (SOW)		
Term one	Term two	Term three
<p>HT1 Introduction Pre-production skills</p> <p>Learners will understand pre-production skills used in the creative and digital media sector.</p>	<p>HT1 Creating Digital graphics</p> <p>Learners will explore how the digital media sector relies on visual stimulants to communicate messages.</p>	<p>HT1 Creating interactive multimedia products</p> <p>Learners will explore the basics of interactive multimedia products for the creative and digital media sector.</p>
<p>HT2 Pre-production skills</p> <p>Learner will plan the pre-production of a creative digital media product to a client brief.</p>	<p>HT2 Creating digital graphics</p> <p>Learners will plan the creation of digital graphics, create new graphics and review completed graphics against set briefs.</p>	<p>HT2 Creating digital video sequence</p> <p>Learners will interpret a client brief, use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.</p>
Assessment and Exams		
<p>Pre-production research tasks</p> <p>Elements of exam Practice Question assessment activities</p> <p>Literacy Key word focused assessments</p>	<p>Digital graphic research tasks</p> <p>Elements of exam Practice Question assessment activities (consolidation)</p> <p>Literacy Key word focused assessments</p>	<p>Digital video research tasks</p> <p>Elements of exam Practice Question assessment activities (consolidation)</p> <p>Literacy Key word focused assessments</p>

Year 9 – Maths

Term One	Term Two	Term Three
<p>HT1 Statistics: Averages and Frequency Tables (4 weeks)</p> <ul style="list-style-type: none"> ➤ Calculate, apply and use averages in multiple contexts and on different examples of frequency graphs. ➤ Design and interpret different frequency diagrams. ➤ Evaluate statistical diagrams and tools to comment on results. <p>Algebra: Graphs and Equations (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand that to be able to plot a graph, substitution into an equation takes place. ➤ Identify vertical, horizontal and diagonal lines by their equations. ➤ Explore different ways of solving mathematical equations. 	<p>HT3 Algebra: Equations – Forming and Solving (2 weeks)</p> <ul style="list-style-type: none"> ➤ Continued from previous HT <p>Geometry: Angles (3 weeks)</p> <ul style="list-style-type: none"> ➤ Understand and apply angle rules to differing geometric problems, including parallel lines. ➤ Draw and measure angles accurately, using a protractor. ➤ Use and apply bearings to geometric problems. ➤ Describe and draw shapes accurately using elevations. 	<p>HT5 Pupils will start GCSE Bridging Content Number:</p> <p>Learners will study:</p> <ul style="list-style-type: none"> ➤ Operations with decimals. ➤ Using multiplication facts ➤ Rounding and estimating ➤ Convert, compare and order FDP's ➤ Calculator skills ➤ Prime factor decomposition ➤ HCF and LCM ➤ Combinations ➤ Basic indices ➤ Reciprocals
<p>HT2 Number: Proportional Reasoning (3 weeks)</p> <ul style="list-style-type: none"> ➤ Develop sense of proportion and apply to concepts of recipes, currency conversion and best value. ➤ Use scale factors for length, extending to area and volume, and find lengths on similar shapes. ➤ Formalise proportion understanding to abstract examples using the constant of proportionality. <p>Algebra: Equations – Forming and Solving (3 weeks)</p> <ul style="list-style-type: none"> ➤ Reinforce basic algebra skills. ➤ Reinforce solving equations in applied contexts. ➤ Understand how to simulate different context using algebra ➤ Link shape properties and understanding to algebraic methods. 	<p>HT4 Geometry: Angles (2 weeks)</p> <ul style="list-style-type: none"> ➤ Continued from previous HT <p>Geometry: Constructions (4 weeks)</p> <ul style="list-style-type: none"> ➤ Understanding how to use mathematical equipment to make accurate drawings. ➤ Explore the different ways in which triangles and some quadrilaterals can be constructed. ➤ Understand the notation in which angles and shapes are written. 	<p>HT6 Learners will study:</p> <ul style="list-style-type: none"> ➤ Surds ➤ Fractions ➤ Percentages ➤ Percentage Change ➤ Growth/Decay ➤ Standard Form

Assessment and Exams

At the end of each topic learners will complete an end of unit assessment to determine progress against the criteria of each unit.
Learners will complete termly assessments on content covered to date including basic skills.
In Year 9 Exam Week learners will complete a GCSE Foundation Paper.

Year 9 – Music

Term one	Term two	Term three
<p>HT1 Popular Song – Performance Skills Learners will build on their exploration of the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Learners will build on their keyboard skills from Years 7 and 8, focussing on how different textural layers combine vertically, showing an awareness of the different parts used in a popular song.</p>	<p>HT3 Samba – Performance Skills Learners will learn how to play the ukulele. They will explore the music of Samba using drums and learning a variety of rhythms and combine these together to perform a chosen pieces of music. This will be done through a mixture of small group work and whole class ensemble.</p>	<p>HT5 Ukulele – Performance Skills Learners will build on their ukulele skills from earlier in the year. They will explore both strumming patterns and picking techniques with more of a focus on picking and combine these together to perform a chosen piece of music. This will be done through a mixture of independent study and small group work.</p>
<p>HT2 Film Music – Composition Skills Learners will understand what the concept of composition is. They will learn how the elements of music are combined to create a piece of music. Learners will study a variety of leitmotifs in order to establish how to create a successful piece of music and then use this to create their own composition using technology to a Pixar Short Movie.</p>	<p>HT4 Minimalism – Composition Skills Learners will understand how polyrhythmic music and contemporary minimalist styles explore how different polyrhythmic textures and musical conventions are used including the use of repetitive and changing rhythmic and melodic motifs.</p>	<p>HT6 Build your own festival – Performance and Composition skills Learners will explore all the components needed to create a festival, from promotion and marketing to accounts to performance. In groups learners will stage their own festival.</p>
Assessment and Exams		
<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of listening activities checking their understanding of the musical elements and texture in particular.</p>	<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of activities focusing on the use of and application of keywords.</p>	<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of listening activities focussing on identifying the musical elements with structure in particular.</p>

Year 9 Science		
Term One	Term Two	Term Three
<p>HT1 Cells Learners will use a range of investigative techniques to understand how cells in different organisms vary and will model how substances are transported between cells in both unicellular and multicellular organisms. Static electricity Learners will use a range of investigative techniques to understand how current is generated between charged objects and their impact on the space around them. Chemical reactivity Learners will use a range of investigative techniques to understand how reactivity impacts chemical reactions and products formed. Photosynthesis Learners will use a range of investigative techniques to understand the effect of enzymes on photosynthesis and how a plant is adapted for this process.</p>	<p>HT3 Waves Learners will use a range of investigative techniques to understand how to measure Waves on water and ropes and understand wave models. Digestion: Learners will learn about the different nutrients needed for a balanced diet, and which foods contain which nutrients. They will also learn how to test for these nutrients in different foods. Learners will look at the side effects of having an unbalanced diet, and how it impacts the body. Energy changes & Heating and Cooling Learners will use a range of investigative techniques to understand how the type of material influences the rate at which it heats and cools. They will use a range of investigative and modelling techniques to understand the value of energy, how it is transferred between objects and can be used in physical processes and mechanisms.</p>	<p>HT5 Earth's resources Learners will use a range of investigative and modelling techniques to understand how resources are acquired from the Earth. Nerves Learners will learn about the body's nervous system, what it is made up of and how it is adapted. They will also look at how the body responds to stimuli, and investigate the effect of caffeine on reaction times. Circulatory System Learners will use a range of investigative and modelling techniques to understand how human life depends upon the tissues and organs of the circulatory system.</p>
<p>HT2 Electricity Usage Learners will use a range of investigative techniques to understand how reaction energy may be transferred to or from the surroundings and apply this to the efficiency of electrical appliances. Inheritance Learners will use a range of investigative and modelling techniques to understand how DNA controls the structure and function of organisms. Bonding Learners will use a range of investigative techniques to understand how chemical bonds are formed and some of the properties of differently bonded compounds.</p>	<p>HT4 Radiation Learners will use a range of investigative techniques to understand what radiation is, some of the dangers and uses. Respiration Learners will use a range of investigative techniques to understand the effect of enzymes on respiration and how different organisms are adapted to maximise respiration. Rates of reaction & Carbon Cycle Learners will use a range of investigative techniques to understand how certain factors can impact the rate of a reaction and how we can measure this. They will also investigate the carbon cycle, and how carbon is used and recycled.</p>	<p>HT6 Chemical Reactions Learners will learn about the difference between chemical and physical changes. They will also learn how to construct chemical formula and both word and symbol equations for various reactions. Respiratory System: Learners will learn how organism are organised from cells to organ systems. They will learn about the structure, function and adaptations of the gas exchanges system in humans and how asthma, smoking and exercise can affect it. Plant Cells Learners will use a range of investigative techniques to understand how cells in different organisms vary and will model how substances are transported between cells in both unicellular and multicellular plants. Hormones Learners will use a range of investigative techniques to understand the importance of hormones and their action in the body.</p>
Assessment and Exams		
<p>Learners will be assessed during each topic and at the end of each half term complete a formal assessment on content from that half term and previous ones. Learners will also complete a formal exam during exam week on content from year 9 and previous ones</p>		

Year 9 – MFL Spanish		
Term One	Term Two	Term Three
<p>HT1 Spanish: Viva AQA GCSE Spanish Module 3: Mi gente (Theme 1) Learners will be revising family and describing people using present tense. Next they will revise descriptions of both physical appearance and personality. Learners will know how to discuss technology and social media and extend their responses to be able to refer to other people. We will use the present continuous tense to be able to make arrangements and create dialogues. Learners will talk about reading preferences using a range of connectives and describe their relationships and understand detailed descriptions.</p>	<p>HT1 Spanish: Viva AQA GCSE Spanish Module 6: De costumbre (Theme 1) Learners will discuss customs and festivals in Spanish speaking countries and compare the approaches to customs and festivals in England. Learners will be expected to apply a range of tenses and descriptive language to discuss the topics of food preparation, shopping, special meals, buying clothes and describing particular special events and celebrations. They will compare the traditions and customs of two countries. Learners will be expected to develop a range of opinions using a number of verbs, they should be able to justify their opinions and develop their responses using a wide range of connectives.</p>	<p>HT1 Spanish: Viva AQA GCSE Spanish Module 1-3: Prueba: (Theme 1) Learners will consolidate their learning of the topics in Theme one and prepare their questions and responses for the GCSE writing component focused on Theme 1. Learners will ensure they demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will have opportunities to tackle written questions from each of the Theme one units and have opportunities to practise the translation component of the examination with specific focus on Theme 1</p>
<p>HT2 Spanish: Viva AQA GCSE Spanish Module 2: intereses e influencias (Theme 1) Learners will be expected to build on the work done in Ks3 and talk in greater depth about their free time and leisure activities, they will be encouraged to use a variety of tenses and a range of grammatical structures. Learners will cover a range of topics relating to free time, such as TV, film, music, festivals, applications and technology and inspirational celebrities or role models. Learners will be encouraged to use the perfect and imperfect tenses to talk about what they have done in the past.</p>	<p>HT2 Spanish: Viva AQA GCSE Spanish Module 1-3: Prueba (Theme 1) Learners will consolidate their learning of the topics in Theme one and prepare their questions and responses for the GCSE speaking component focused on Theme 1. Learners will ensure they demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will have opportunities to tackle questions from each of the Theme one units and have opportunities to practise all three component of the examination with specific focus on Theme 1</p>	<p>HT2 Spanish: Viva AQA GCSE Spanish Module 5: Ciudades Learners will begin to cover Theme 2 of the AQA specification: Local, national, international and global areas of interest. They will begin by talking about where they live and what you can do there. Learners will have the opportunity to revise places in a town and asking the way. Learners will be expected to use Irregular adjectives, comparatives and the superlative. Learners will discuss problems in town using antonyms and give directions using prepositions of place. Learners will take part in shopping role plays and know how to ask for souvenirs.</p>
Assessment and Exams		
Term 1: HT1: Listening assessment – Mi gente (Theme 1)		HT 2: Speaking assessment – Prueba: (Theme 1)
Term 2: HT1: Reading assessment – intereses e influencias (Theme 1)		HT 2: Writing assessment – Prueba: (Theme 1)
Term 3: HT1: Translation assessment - De costumbre (Theme 1)		HT 2: Reading – ciudades (Theme 2)