

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

**Key Dates for Year 9:**

By end of November	Y9 First report sent home
1st February	GCSE Options Evening
27th February	Y9 Parents’ Evening (Subject conversation with teachers)
9th March	Y9 Careers Fair
By end of March	Y9 Second report sent home
30th April - 11th May	Y9 Assessment weeks
10th June – 24th June	Y9 Israel Journey and Year 9 Programme
By end of July	Y9 Third report sent home

**I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?**

Nature of query	Whom to contact
Progress or behaviour in an individual subject	Subject teacher
Progress or behaviour in several subjects	Form tutor
Student’s wellbeing or family circumstances	Form tutor
Incidents and issues outside lessons	Form tutor
Payments including School Trip payments	Finance Office
Examinations	Exams Office
Student absence	Student Services
JCoSS coaches	Transport Officer
All other enquiries (or where you are unsure)	Main Office

**Curriculum organisation for Y9 students:**

Half year groups are called: T which is usually students in B, F, N and R Tutor groups V which is usually students in S, W and Y Tutor groups

Students are placed in sets for the following subjects: Jewish Education, Geography, History (all linked with the same teaching groups), Mathematics, English, and Science.

Students are taught in mixed ability groups for the following subjects: Design & Technology, P.E., Art, Drama, Music, French, Spanish, Ivrit and Latin (all linked with the same teaching groups).

Students are taught in their tutor groups for Kvutzah.

**GCSE OPTION CHOICES END OF YEAR 9**

JCoSS offers a wide range of options for students to study at KS4. These subjects can be divided into three strands.

**Core:** The compulsory subjects studied by all students

English  
Mathematics  
Science  
Jewish Education  
P.E. not GCSE

**Options:** Students have the opportunity to study a further three option subjects from any of the following:

Art & Design: Fine Art  
Business Studies  
Computing  
Creative i Media (Cambridge National)  
Dance  
Design and Technology  
Drama  
Film Studies  
Food Preparation and Nutrition  
French  
Geography  
Health & Social Care (Cambridge National)  
History  
Latin  
Media Studies  
Modern Hebrew  
Music  
P.E.  
Sociology  
Spanish  
Triple Science (

Subject	Art	
<p><b>Main topics/areas studied this year.</b></p> <p>Theme: Based in Nature - GCSE unit of work.</p>	Autumn	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>• An Introduction to GCSE Art. Students will be starting the first Coursework Unit for the Personal Portfolio (5FA01) which is <b>60%</b> of the total GCSE (Should they choose to take Art for GCSE).</li> <li>• All work produced in year 9 can be carried on towards their year 10 Art coursework.</li> <li>• The topic of study will be ‘Based In Nature’.</li> <li>• Learning to actively engage with Art and Design in order to develop as an effective and independent student.</li> <li>• Developing creative skills through a range of media and processes, through learning to use imagination when exploring and creating images.</li> <li>• Students will be required to keep a sketchbook throughout the duration.</li> </ul>
	Spring	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>• The continuation of the first Unit ‘Based In Nature’.</li> <li>• The focus will be on developing ideas and following a personal line of enquiry within the theme.</li> <li>• Developing cultural knowledge, understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures.</li> <li>• Research of relevant artists, linked to the theme, such as Karl Blossfeldt, Natasha Clutterbuck, and Eloise Renouf.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Developing ideas towards producing a final outcome for the first Coursework Unit that is a culmination of work produced in this unit.</li> <li>• Learning in depth about the Assessment Objectives in which moderation of GCSE work will take place.</li> <li>• Completed paintings, prints and 3D work with supporting studies to show the development of ideas leading to the final outcome.</li> <li>• Introduction to new unit of work to consider of the Summer Break.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• All assessment of coursework produced will be marked according to the exam board assessment objectives.</li> <li>• Students work will be tracked in their sketchbooks with targets given on how to achieve target grades and improve upon existing grade.</li> </ul>	
<p><b>Useful Resources:</b></p>	<ul style="list-style-type: none"> <li>• Victoria &amp; Albert Museum</li> <li>• Tate (Modern &amp; Britain)</li> <li>• National Portrait Gallery</li> <li>• National History Museum</li> <li>• British Museum</li> <li>• Royal Academy Of Arts</li> <li>• Saatchi Gallery</li> <li>• Cass Sculpture Foundation</li> <li>• The British Library.</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.artsy.net/">https://www.artsy.net/</a></li> <li>• <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a></li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• <a href="http://www.illustrationweb.com/">http://www.illustrationweb.com/</a></li> <li>• <a href="http://www.axisweb.org/">http://www.axisweb.org/</a></li> </ul>

<p><b>What parents can do to support learning:</b></p>	<ul style="list-style-type: none"> <li>• Encourage the students to read up on the artists that will be looked at within each project, developing thoughts and opinions about the styles and work of each artist.</li> <li>• Discussion about techniques, materials and processes and consolidating learning in class by stressing the importance of completing home learning.</li> <li>• Encouraging students to visit galleries, exhibitions and museums to put art into context.</li> <li>• Encourage students to take pictures and collect images of things that inspire them.</li> </ul>
<p><b>Number of lessons in this subject:</b></p>	<p>5 lessons per fortnight.</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally one piece each week, taking 60 minutes on average. Some pieces may run over more than one Home Learning slot.</p>

*Lessons and project structure will be guided by each teacher, so there may be some variation in teaching content between classes.*

Subject	Design and Technology	
<p><b>Main topics/areas studied this year</b></p>	<p>Food Technology</p>	<ul style="list-style-type: none"> <li>• <b>Use Your Loaf</b> – a bread making project. Investigating the functions of ingredients in bread. Trialling bread products from different countries. Designing and making a bread-based product.</li> <li>• <b>Up, Up and Away</b> – investigating in-flight meals. Choosing a country and designing and making a product suitable for an in-flight meal on an aeroplane</li> <li>• <b>The Great British Menu</b> – investigating traditional British recipes. Students will plan and prepare a 3 course menu suitable for a restaurant/gastro pub.</li> <li>• <b>Health Eating</b> – students will learn to plan a balanced diet and how to produce healthy dishes</li> </ul> <p>The units covered will build their practical skills and understanding of nutrients to prepare them for the GCSE Food Preparation and Nutrition course should they opt for in Yr10.</p>
	<p>Design and Technology</p>	<ul style="list-style-type: none"> <li>• <b>Shoe box Structures</b> – Designing and making a prototype for a living space of their choice. Learning how to model ideas using modelling materials and equipment. A final prototype will be presented to the rest of the class in the format of a client pitch.</li> <li>• <b>Graphics Skills Project</b> – Students focus on working drawings eg: isometric, orthographic and perspective to prepare them for NEA should they opt to study Design and Technology at GCSE.</li> <li>• <b>Wind Chime Project</b> – designing and making a suitable wind chime for a specific outdoor space. Materials used during this project will include metal and wood. Students will investigate different structures and forces applied to these and they will draw on nature for inspiration for their designing. This project will include making a mould and pewter casting.</li> <li>• <b>Bottle Openers</b> – Designing and making a bottle opener focusing on metal working skills.</li> <li>• <b>Wooden Stool Project</b> – Designing and making a wooden stool with added storage focusing on ergonomics and wood joints.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• <b>Research</b> – Investigations, Product Analysis, Questionnaire, Recipes</li> <li>• <b>Designing</b> – presentation of ideas, annotation/labelling</li> <li>• <b>Planning</b> – flow charts and time plans on diary sheets</li> <li>• <b>Making</b> – range of skills and equipment used, quality of finish</li> <li>• <b>Evaluating and Testing</b> – target user groups testing products, evaluating the success of the final product</li> </ul> <p>Formal Assessment will take place at the end of each unit/project in the form of a National Curriculum level. Students will also carry out peer and self-assessment during these projects.</p>	
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.bbc.co.uk/food/recipes">http://www.bbc.co.uk/food/recipes</a>  <a href="http://www.interiordesign.net">www.interiordesign.net</a>  <a href="http://www.channel4.com/4homes/design-decorate/decorating-ideas">http://www.channel4.com/4homes/design-decorate/decorating-ideas</a>  <a href="http://www.philobiblon.com/eisenbahn/scratchbuilding.shtml">http://www.philobiblon.com/eisenbahn/scratchbuilding.shtml</a></p>	

<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Help students fully prepare for food practical lessons by ensuring a container and tea towel are supplied.</li> <li>• Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish.</li> <li>• Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind.</li> <li>• Encourage students to be independent learners.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>60 minutes of home learning is expected per week in Design and Technology or Food Technology. At times students may be expected to complete two home learning tasks of approximately 30 minutes.</p>

Subject	Drama and Theatre Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Naturalism/ monologues and duologues</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Devising Theatre / The Crucible</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• The Face</li> </ul>
Assessment Headlines	<p><u>Naturalism / monologues and duologues</u> Created monologues, duologues and groups scene based on a range of stimuli.</p> <p><u>Devising Theatre / The Crucible</u> Applied the techniques of various practitioners with a focus on Physical Theatre. Performance work on the play The Crucible.</p> <p><u>The Face</u> Annotated a script as a performer, designer and a director – performed The Face.</p>	
Useful websites or resources	<p><a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a>  <a href="http://www.digitaltheatre.com/education">http://www.digitaltheatre.com/education</a>  <a href="https://www.unicorntheatre.com/">https://www.unicorntheatre.com/</a>  <a href="https://www.chickenshed.org.uk/">https://www.chickenshed.org.uk/</a>  <a href="http://www.shakespearesglobe.com/?gclid=ClN-sJT6w88CFUUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=ClN-sJT6w88CFUUq0wodizoIEg</a></p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre.                  Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history.                  Ensure students have ‘booked’ rehearsal time in the theatre space when preparing their work for assessment.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	An extract of text to learn or a written piece of work every three lessons.	

Subject	English	
Main topics/areas studied this year	Autumn	Macbeth Contemporary Poetry
	Spring	Old English Sir Gawain and the Green Knight English Language – Analysis and Comparison of non-fiction texts.
	Summer	English Language – writing to persuade Modern novel – Of Mice and Men
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Additionally, students’ exercise books are reviewed regularly to take account of on-going classwork and homework. Students will receive their end of Key Stage 3 level at the end of Y9.	
Useful websites or resources	<a href="http://www.bbc.co.uk/skillswise/english/games?page=1">http://www.bbc.co.uk/skillswise/english/games?page=1</a> <a href="http://eastoftheweb.com/games/">http://eastoftheweb.com/games/</a> <a href="http://www.bbc.co.uk/bitesize/ks3/english/">http://www.bbc.co.uk/bitesize/ks3/english/</a>	
What parents can do to support learning	Discuss topical issues with students and encourage them to give their opinion, justifying their ideas. Ensure that students read regularly from a wide range of genres of fiction and non-fiction. Reading lists are available on Moodle. Discuss ideas for writing with students and encourage them to consider the impact of their writing on their audience. Ensure that students proof read their work.	
Number of lessons per fortnight in this subject	7 lessons per fortnight, including 1 library lesson and 1 ‘Let’s Think In English Lesson’.	
How much Home Learning is expected per week?	4 pieces per fortnight, one of which will be an independent reading task. Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets. Each task should take approximately 30 minutes.	



Subject	French	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b>My Family and Home Life:</b> Giving descriptions of appearance and personality; adjectival agreements; saying who you get on with and why; household chores; revision of tenses.</li> <li>• <b>Leisure and Hobbies:</b> Sports and common hobbies; giving a variety of opinions; musical instruments; using <i>depuis</i> with the present tense; talking about books, films and TV programmes.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Healthy Living:</b> Sports and healthy eating; fast food; human rights and responsibilities; using comparatives and superlatives; using the imperfect tense</li> <li>• <b>The World of Work:</b> Revision of school subjects; types of jobs and the skills needed to do them; expressing aims and future plans; adverbs and quantifiers; using the concrete future tense</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Our planet:</b> Talking about the environment; using object pronouns; using <i>devoir</i> in the present tense; using <i>il faut</i> with infinitives</li> <li>• <b>Practical spoken French:</b> Going on holiday and booking hotel rooms; campsites and travel tickets; explaining problems and emergencies</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Four assessments over the year testing three skills from Reading, Writing, Listening, Speaking and Translation</li> <li>• Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/french">www.bbc.co.uk/schools/gcsebitesize/french</a></li> <li>• <a href="http://www.vocabexpress.com">www.vocabexpress.com</a></li> <li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.</li> </ul>	
Number of lessons per fortnight in this subject	4 lessons per fortnight	
How much Home Learning is expected per week?	Normally 1 piece each week, taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Geography	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• <b>Megacities</b> ; examines some of the fastest growing cities around the world. Each city we look at has its own challenges from riots to flooding. At the end of the unit students will research their own megacity and its challenges. They will present their findings and offer viable solutions for its challenges.</li> <li>• <b>'Restless Earth'</b>; a topic which grips students' imagination and delves into the centre of the Earth, investigating why the earth's crust moves. Students then look at the scientific aspect of different plate margins and study a variety of natural disasters from super volcanoes to mega thrust tsunamis.</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• <b>Development</b>; introduces students to global disparities of wealth and seeks to understand why some countries are rich and some are poor.</li> <li>• <b>Globalisation</b>; examines the concept of a shrinking world; examining the causes and consequences of an in integrated world economy. It covers the trade vs aid debate and culminates in Fair trade fortnight which will enable the students to learn about the importance of fair trade and how it relates to our society.</li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• <b>Coasts</b>; investigates the physical processes at coasts as well as the impact of human activity at coastal areas. This is a short unit which uses geographical information systems along with other geographical skills and techniques to investigate coastal geography along the prized Jurassic Coast. Old Harry, Durdle Door and other landforms will be studied.</li> <li>• <b>Conflict Geography</b> – Students will investigate contemporary geographical issues; such as resource exploitation and the impact of increasing international relations. Students will the explore the relationship between people and their environment and how this results in conflict.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level.</li> <li>• Students will be assessed over the year through a variety of different elements of Geography – such as map skills, extending writing, analysis and evaluation.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en">http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en</a>  <a href="http://www.bbc.co.uk/science/earth/natural_disasters">http://www.bbc.co.uk/science/earth/natural_disasters</a>  <a href="http://www.un.org/en/globalissues/">http://www.un.org/en/globalissues/</a></p>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to watch the news and look out for articles relating to both human and physical geography</li> <li>• Buy an atlas for use at home</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>3 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally 1 piece each week, taking 30 minutes on average. Some pieces may span more than one Home Learning slot and some may be longer, depending on assessments.</p>	

Subject	History	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Britain at war 1914-45 – World War 1 and 2.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• The Modern World since 1945</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• The Modern World since 1945</li> <li>• Independent Historical Enquiry</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• 3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with a level. <i>NB: assessment in the first term will be based on GCSE style questions. Students will answer smaller exam questions frequently which, together, will make up a final assessment grade for the unit.</i></li> <li>• Students’ overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></li> <li>• <a href="http://www.Johndclare.net">www.Johndclare.net</a></li> <li>• <a href="http://www.spartacus.schoolnet">www.spartacus.schoolnet</a></li> <li>• <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to watch horrible histories or any relevant topical history documentaries.</li> <li>• Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books.</li> </ul>	
Number of lessons per fortnight in this subject	3 lessons	
How much home learning is expected per week?	Normally one piece each week, taking 30 minutes on average. Some pieces may last over more than one Home Learning slot and may be longer, depending on assessments.	

Subject	Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p><b><u>UNIT ONE: BIBLICAL LEADERSHIP</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to leadership: what is leadership?</li> <li>• Biblical Leaders</li> <li>• Slavery in Egypt</li> <li>• The Birth of Moses and his early life</li> <li>• Return to Egypt</li> <li>• Exodus</li> <li>• Giving of Torah, What Happened at Sinai?</li> <li>• Interpretation of text –</li> <li>• Traditional text vs Divine inspiration</li> <li>• Generation of the wilderness</li> <li>• Moses and siblings</li> <li>• Korach- A rebel with a cause?</li> <li>• Moses’ final words</li> </ul> <p><b><u>UNIT TWO: LEADERSHIP IN EXILE</u></b></p> <ul style="list-style-type: none"> <li>• Daniel and life in Babylon</li> <li>• What does Megillat Esther tell us about the role of female leaders?</li> <li>• Yochanan Ben Zakkai</li> <li>• Why was there a need for Yavne (Sanhedrin) in the 1<sup>st</sup> century?</li> <li>• How did the dispersal of Jews affect the way Jews were led?</li> </ul>
	<p>Spring</p>	<p><b><u>UNIT THREE: DECISION MAKING IN JUDAISM</u></b></p> <ul style="list-style-type: none"> <li>• Development of Jewish Law</li> <li>• What is Halacha?</li> <li>• The development of Rabbinic Judaism</li> <li>• Eye for an Eye</li> <li>• Halacha in action</li> <li>• Questions &amp; Responsa within the denominations</li> <li>• Abortion</li> <li>• Divorce</li> <li>• Euthanasia</li> <li>• Tattooing and Piercing</li> <li>• Organ donation</li> <li>• Cosmetic Surgery</li> </ul> <p><b><u>UNIT FOUR- DILEMMAS OF LEADERSHIP</u></b></p> <p><b>Leadership In Anglo Jewry</b></p> <ul style="list-style-type: none"> <li>• Who are the leaders of Anglo Jewry?</li> <li>• The Chief Rabbi</li> <li>• Hugo Gryn</li> <li>• Louis Jacobs</li> </ul> <p><b>Dilemmas of leadership in Jewish history: The Judenrat</b></p> <ul style="list-style-type: none"> <li>• Comparison of being the head of the Judenrat</li> <li>• The Warsaw Ghetto Uprising</li> <li>• Mordechai Anielewicz</li> </ul> <p><b>Dilemmas of modern Israeli Leaders</b></p> <ul style="list-style-type: none"> <li>• Golda Meir- What were her leadership qualities? What made her a great leader?</li> <li>• Gilad Shalit vs the release of 1000 terrorists</li> <li>• Land for Peace- Gush Katif</li> <li>• The Fence</li> </ul>

	<p>Summer</p>	<p><b><u>UNIT FIVE: MANY FACES OF ISRAEL</u></b></p> <ul style="list-style-type: none"> <li>• The Declaration- a state for all?</li> <li>• Jewish Minorities in Israel</li> <li>• Non-Jewish Minorities in Israel</li> <li>• Multi-cultural Israel</li> <li>• Israel in the Media</li> </ul> <p><b><u>UNIT SIX: WORLD FAITHS- INTRODUCTION TO ISLAM</u></b></p> <ul style="list-style-type: none"> <li>• Who is Allah?</li> <li>• Who was Mohammed</li> <li>• Birth in Islam</li> <li>• The 5 Pillars</li> <li>• Why do Muslims fast?</li> <li>• Women in Islam</li> <li>• Being a Muslin in Britain</li> </ul>
<p><b>Assessment Headlines</b></p>	<p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to navigate around the Tenakh whilst analysing text and looking at it from a critical point of view.</li> <li>• Create a news report on Leadership in Exile</li> </ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Extended writing task on an ethical dilemma</li> <li>• Students will be able to look at a range of perspectives on the Judenrat and argue both sides through their writing</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to showcase their knowledge of Islam through answering GCSE style questions</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> <li>• <a href="http://jewfaq.org/index.htm">jewfaq.org/index.htm</a></li> <li>• <a href="http://maven.co.il">maven.co.il</a></li> <li>• <a href="http://g-dcast.com">g-dcast.com</a></li> <li>• <a href="http://tali-virtualmidrash.org.il">tali-virtualmidrash.org.il</a></li> <li>• <a href="http://www.chabad.org/">www.chabad.org/</a></li> <li>• <a href="http://www.masorti.org.uk/">www.masorti.org.uk/</a></li> <li>• <a href="http://www.reformjudaism.org/">www.reformjudaism.org/</a></li> <li>• <a href="http://www.theus.org/">www.theus.org/</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/islam/">http://www.bbc.co.uk/religion/religions/islam/</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community.</li> <li>• Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available.</li> <li>• Facilitate debates with their children on the topics we are studying</li> <li>• Support the ethos of the school</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>6 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally two pieces each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>	

Subject	<b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Respect and Values</li> <li>• Friendship and Peer Pressure</li> <li>• Bullying</li> <li>• E-Safety and Cyber Bullying</li> <li>• Sexting</li> <li>• LGBT Inclusion</li> <li>• Puberty</li> <li>• Consent</li> <li>• Realistic Expectations</li> <li>• Contraception</li> <li>• Myths and Facts in Sexual Health</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• Crime and Punishment</li> <li>• Parliament and the Law</li> <li>• Human Rights</li> <li>• Eating Disorders</li> <li>• Drugs</li> <li>• Relationships and Love</li> <li>• Smart Shopping</li> <li>• Consumerism</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum.</li> <li>• Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk/">http://www.pshe-association.org.uk/</a></li> <li>• <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe">http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe</a></li> <li>• <a href="http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance">http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance</a></li> <li>• <a href="http://www.sexeducationforum.org.uk/">http://www.sexeducationforum.org.uk/</a></li> <li>• <a href="http://www.brainpop.co.uk/psheandcitizenship/seeall/">http://www.brainpop.co.uk/psheandcitizenship/seeall/</a></li> <li>• <a href="http://news.sky.com/">http://news.sky.com/</a></li> <li>• <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE.</li> <li>• There may be questions or issues that students may only feel comfortable asking parents about or that they may wish to discuss in greater detail.</li> <li>• Encourage students to engage with current affairs – watch Newsround or access Sky News.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>2 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Not applicable</p>	

Subject	Latin	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p>Cambridge Latin Course Book I: Stages 1-10</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• Word order in sentences with ‘est’</li> <li>• Word order in sentences without ‘est’</li> <li>• Nominative and accusative singular</li> <li>• Sentence pattern: nominative + accusative + verb</li> <li>• Nominative and accusative of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declensions</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person singular present, including sum, es.</li> <li>• Nominative plural</li> <li>• 3<sup>rd</sup> person plural present</li> <li>• Imperfect and perfect (v-stems) in 3<sup>rd</sup> person singular and plural</li> <li>• ‘erat’ and ‘erant’</li> <li>• Sentence pattern accusative + verb</li> <li>• Perfect tense (other than forms in ‘v’)</li> <li>• Accusative plural</li> <li>• Superlative</li> <li>• dative singular and plural</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person plural present including ‘esse’</li> <li>• Comparative</li> </ul> <p>Cultural background:</p> <ul style="list-style-type: none"> <li>• Pompeii: Caecilius’ household, houses in Pompeii</li> <li>• Pompeii: daily life and food</li> <li>• Pompeii: town life and business</li> <li>• The forum at Pompeii; finance and the law courts</li> <li>• The theatre: actors and performances; pantomime, comedy</li> <li>• Slaves and freedmen</li> <li>• Roman beliefs about life and death</li> <li>• The amphitheatre and gladiatorial shows</li> <li>• The Roman baths</li> <li>• The Roman education system; books and writing</li> </ul>
	<p>Spring</p>	<p>Cambridge Latin Course end of Book I, beginning of Book II: Stages 11-14</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• Intransitive verbs with dative</li> <li>• Sentence pattern nominative + dative + verb</li> <li>• ‘placet’</li> <li>• ‘nobis’ and ‘vobis’</li> <li>• Different ways of asking questions</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person (singular and plural) imperfect and perfect</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person (singular and plural) imperfect of esse</li> <li>• Infinitive + volo, nolo, possum.</li> </ul> <p>-que.</p>

		<ul style="list-style-type: none"> <li>• Infinitive + difficile, necesse, etc</li> <li>• Agreement of adjectives in case and number</li> <li>• Form of adjectives 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declensions</li> </ul> <p>Cultural background:</p> <ul style="list-style-type: none"> <li>• Pompeii: elections and local government</li> <li>• The eruption of Vesuvius; the destruction and excavation of Pompeii</li> <li>• Life in Roman Britain: houses, mining, farming, slavery, career of Salvius</li> <li>• The Romans in Britain: conquest, Romanisation and trade, Boudica’s rebellion</li> </ul>
	<p>Summer</p>	<p>Cambridge Latin Course Book II: Stages 15-18</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• Relative clauses. Imperfect tense of possum, volo and nolo.</li> <li>• Pluperfect tense. Relative clauses introduces by quos and quas</li> <li>• Genitive case</li> <li>• Gender; agreement of adjectives and relative pronouns in gender</li> </ul> <p>Cultural background:</p> <ul style="list-style-type: none"> <li>• Cogidubnus, king of the Regnenses, evidence for his reign</li> <li>• The palace of Fishbourne</li> <li>• Roman Alexandria: growth of the city, trade, key buildings, racial tensions</li> <li>• Glassmaking in Alexandria; government and economy of Egypt, peasant farmers</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Four assessments over the year testing three skills: Translation (Latin-English), Comprehension, Understanding of Grammar</li> <li>• Students’ overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p>Apps</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cambridgescp.com">http://www.cambridgescp.com</a> (see esp the online vocab tester)</li> <li>• <a href="http://latinipadapps.com/">http://latinipadapps.com/</a></li> <li>• <a href="http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx">http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx</a></li> <li>• <a href="http://www.theclassicslibrary.com">http://www.theclassicslibrary.com</a></li> <li>• <a href="http://www.perseus.tufts.edu/hopper/">http://www.perseus.tufts.edu/hopper/</a></li> <li>• <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>• Lexidum</li> <li>• Quizlet (see MrsTrup &lt; Year 9 Latin)</li> <li>• Memrise_</li> </ul>	
<p><b>What parents can do to support</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary and word tables. ‘Little but often’ should be the mantra! Offer to test them on these. Make sure they spend their time on the words that they do not yet know (rather than going over ones which they are confident with). Flashcards can enable them to do this very</li> </ul>	



<p><b>learning</b></p>	<p>efficiently.</p> <ul style="list-style-type: none"> <li>• Work with students on using the dictionary at the back of their text books and their grammar notes, rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This inhibits their progress as it is precisely the process of translation – i.e. the steps involved in figuring out what the Latin means - that they need to learn.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally one piece each week, taking 30-40 minutes on average. Students will be given regular vocabulary - not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets, grammar exercises or short passages for translation may be set for completion overnight.</p>

Subject	GCSE Maths	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>• Number properties</li> <li>• Geometry and Measures</li> <li>• Statistical diagrams (Higher)</li> <li>• Fractions Decimals and Percentages</li> <li>• Approximation</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Collecting and interpreting data</li> <li>• Sequences and graphs</li> <li>• Proportion</li> <li>• Ratio and scales</li> <li>• Transformations</li> <li>• Probability</li> <li>• Triangles and construction</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Interpreting data</li> <li>• Circles</li> <li>• Advanced proportion</li> <li>• Solving Equations and inequalities</li> <li>• Plotting and sketching graphs</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• 5 assessments are set throughout the year; each assessment will include everything that has been taught up until that point.</li> <li>• Students will sit an end of term examination in December, and an end of year exam combining all topics in June. The exam is in three parts a non-calculator paper and two calculator papers.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a></li> <li>• <a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a></li> <li>• <a href="http://www.bbc.co.uk/bitesize/ks4/maths/">http://www.bbc.co.uk/bitesize/ks4/maths/</a></li> <li>• <a href="http://emaths.co.uk/KS3SAT.htm">http://emaths.co.uk/KS3SAT.htm</a></li> <li>• <a href="http://nrich.maths.org/secondary-lower">http://nrich.maths.org/secondary-lower</a></li> <li>• <a href="http://www.ukmt-resources.org.uk/index-tr.html">http://www.ukmt-resources.org.uk/index-tr.html</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to complete Home learning on the day it is set, to use notes provided, moodle or the websites above to support learning.</li> <li>• Encourage students to log onto MyMaths (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills.</li> <li>• When it comes to revision in the summer, print off past papers and work through at home under timed conditions.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	8 lessons per fortnight	
<p><b>How much Home Learning is expected per week?</b></p>	Students are set Home learning twice a week	

Subject	Modern Hebrew(Ivrit)	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• Friendship – describing myself / my friends using physical descriptions and character traits.</li> <li>• Going out with friends (future plans).</li> <li>• The cinema – movie preferences.</li> <li>• Film recommendations and reading blogs in Ivrit.</li> </ul> <p><b>Stretch &amp; challenge:</b> Design a film poster in Ivrit. Include a description of the movie/type of movie and reasons for watching it.</p>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• Discussing Multiculturalism in Israel using the present tense.</li> <li>• Recounting Aliyah (immigration to Israel) stories, using the past tense.</li> <li>• Learning about the History of Modern Hebrew &amp; various family words.</li> <li>• Learn about a minority group in Israel (the Druze community). Discover their beliefs/customs.</li> <li>• Understand longer texts in Ivrit.</li> <li>• Visiting Israel; discussing preparations prior to the trip using the future tense and places to visit in Israel.</li> </ul> <p><b>Stretch &amp; challenge:</b> Create a leaflet in Ivrit to advertise a tourist destination in Israel. Extension: Include reviews by people that had visited the attraction.</p>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• Planning for the future: Discussing various careers &amp; academic studies.</li> <li>• Israeli technology: Reading complex texts.</li> </ul> <p><b>Stretch &amp; challenge:</b> Research Israeli inventions and create a presentation about it to present in class.</p>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking &amp; Writing.</li> <li>• Students are also assessed according to their performances in various projects, spelling tests and home learning progress.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• Israeli newspaper for advanced/accelerated readers; <i>'Jpost'</i></li> <li>• Quizlet – vocabulary revision</li> <li>• Rosetta Stone in Hebrew: <a href="http://www.rosettastone.co.uk">www.rosettastone.co.uk</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage pupils to revise new words, grammatical structure and topics learnt in class.</li> <li>• Encourage students to extend their Hebrew reading and speaking beyond the classroom. Develop students' interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>4 lessons per fortnight.</p>	

**How much Home Learning is expected per week?**

1 piece each week taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and students should use the little and often approach to learning. Sometimes extended learning pieces will be set but these will never be due in for the next day.

Subject	Music	
Main topics/areas studied this year	Autumn	Composing – creating an original composition Film Music – composing music for a piece of film Solo – creating and rehearsing a solo performance
	Spring	Folk Music - learning about the folk tradition Battle of the Bands – creating a performance of a pop song Jazz – learning about improvisation and blues/jazz
	Summer	Musical Theatre – learning about and creating a musical theatre piece Group Performance - creating and rehearsing a group performance
Assessment Headlines	At the end of each 10 lesson project students will be assessed on one of the key skills (performing, composing, listening and appraising). This could take the form of a submitted piece of work (composition), recording (performance) or written work (listening/appraising)	
Useful websites or resources	BBC Bitesize GCSE Music <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a> Music Theory <a href="https://www.teoria.com/">https://www.teoria.com/</a> Music Theory <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> Edexcel GCSE Site <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a> Score writing software <a href="https://musescore.org/en">https://musescore.org/en</a>	
What parents can do to support learning	Ensure that students regularly practice on their instrument and join a school ensemble. Listen to a wide variety of music. Students should be encouraged to attend as many concerts and performances as possible.	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable	



Subject	Key Stage 3 Science and (start of) GCSE Science	
Main topics/areas studied this year	Autumn	Electricity and Magnetism
	Spring	Adaptation and Evolution, Ventilation and Respiration
	Summer	Acids and Alkalis (subject to change)
Assessment Headlines	<p>Students are expected to know each unit's Core Questions by the end of the unit.</p> <p>Students are assessed against the Core Questions continuously throughout the course of KS3. There will be a mini-quiz on them every three lessons and end of unit assessments will draw heavily on them.</p>	
Useful websites or resources	<p><b>Quizlet:</b> <a href="https://quizlet.com/JCoSSKS3Sci">https://quizlet.com/JCoSSKS3Sci</a></p> <p><b>Kerboodle:</b> Students can access electronic textbooks and other resources. They have been issued usernames and passwords. <a href="http://www.kerboodle.com">http://www.kerboodle.com</a></p> <p><b>SAM Learning:</b> Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></p> <p><b>Other useful websites:</b>  <a href="http://www.bbc.co.uk/bitesize/ks3/science/">http://www.bbc.co.uk/bitesize/ks3/science/</a>  <a href="http://www.freezeray.com/">http://www.freezeray.com/</a>  <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a>  <a href="http://www.planet-science.com/">http://www.planet-science.com/</a>  <a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a>  <a href="http://www.arkive.org/">http://www.arkive.org/</a>  <a href="http://royalsociety.org/">http://royalsociety.org/</a>  <a href="http://scienceteachinglibrary.wordpress.com/">http://scienceteachinglibrary.wordpress.com/</a>  <a href="http://www.csiro.au/resources/DIYScience">http://www.csiro.au/resources/DIYScience</a>  <a href="http://www.exploratorium.edu/who/parents/">http://www.exploratorium.edu/who/parents/</a></p>	
What parents can do to support learning	<p><b>Help their children achieve fluency in core scientific principles by using the Core Questions on Quizlet.</b></p> <p>The flashcards option on Quizlet will allow parents to verbally test their children on the Core Questions.</p>	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	1 or 2 home learning tasks are set each week taking about 40 - 60 minutes each.	

Subject	Spanish	
<p>Main topics/areas studied this year</p>	Autumn	<p><b>Viva! 1 Módulo 1 Mi vida</b></p> <ul style="list-style-type: none"> <li>• Getting used to Spanish pronunciation</li> <li>• Introducing yourself</li> <li>• Talking about your personality</li> <li>• Using adjectives that end in <i>-o/-a</i></li> <li>• Talking about age, brothers and sisters</li> <li>• Using the verb <i>tener</i> (to have)</li> <li>• Saying when your birthday is</li> <li>• Using numbers and the alphabet</li> <li>• Talking about your pets</li> <li>• Making adjectives agree with nouns</li> <li>• Writing a text for a time capsule</li> <li>• Adding variety to your writing</li> </ul> <p><b>Viva 1 Module 2 (Mi tiempo libre)</b></p> <ul style="list-style-type: none"> <li>• Saying what you like to do</li> <li>• Giving opinions using <i>me gusta</i> + infinitive</li> <li>• Saying what you do in your spare time</li> <li>• Using <i>-ar</i> verbs in the present tense</li> <li>• Talking about the weather</li> <li>• Using <i>cuando</i> (when)</li> <li>• Saying what sports you do</li> <li>• Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</li> <li>• Reading about someone’s favourite things</li> <li>• Understanding more challenging texts</li> <li>• Taking part in a longer conversation</li> <li>• Using question words</li> </ul>
	Spring	<p><b>Viva 1 Module 3 (Mi insti)</b></p> <ul style="list-style-type: none"> <li>• Saying what subjects you study</li> <li>• Using <i>-ar</i> verbs to say what ‘we’ do</li> <li>• Giving opinions about school subjects</li> <li>• Using <i>me gusta(n) + el/la/los/las</i></li> <li>• Describing your school</li> <li>• Using the words for ‘a’, ‘some’ and ‘the’</li> <li>• Talking about break time</li> <li>• Using <i>-er</i> and <i>-ir</i> verbs’</li> <li>• Understanding details about schools</li> <li>• Using prediction as a listening strategy</li> <li>• Writing a longer text about your school</li> <li>• Checking your written work is accurate</li> <li>• Reading about the right to education</li> </ul> <p><b>Viva 1 Module 4 (Mi familia y mis amigos)</b></p> <ul style="list-style-type: none"> <li>• Describing your family</li> <li>• Using possessive adjectives</li> <li>• Describing your hair and eye colour</li> <li>• Using verbs <i>ser</i> and <i>tener</i></li> <li>• Saying what other people look like</li> <li>• Using verbs in the third person</li> <li>• Describing where you live</li> <li>• Using the verb <i>estar</i> (to be)</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading about the carnival in Cadiz</li> <li>• Looking up new Spanish words in a dictionary</li> <li>• Creating a video about yourself</li> <li>• Planning and giving a presentation</li> <li>• Describing a painting</li> </ul> <p><b>Viva 1 Module 5 (Mi ciudad)</b></p> <ul style="list-style-type: none"> <li>• Describing your town or village</li> <li>• Using ‘a’, ‘some’ and ‘many’ in Spanish</li> <li>• Telling the time</li> <li>• Using the verb <i>ir</i> (to go)</li> <li>• Ordering in a café</li> <li>• Using the verb <i>querer</i> (to want)</li> <li>• Saying what you are going to do at the weekend</li> <li>• Using the near future tense</li> <li>• Understanding people describing their town</li> <li>• Listening for detail</li> <li>• Writing a blog about your town and activities</li> <li>• Using two tenses together</li> <li>• Learning about Spanish festivals</li> <li>• Creating a brochure about a fiesta</li> <li>• Learning about <i>el Día de los Muertos</i></li> <li>•</li> </ul>
	Summer	<p><b>Viva 2 Module 3 (A comer)</b></p> <ul style="list-style-type: none"> <li>• Describing your family</li> <li>• Saying what food you like</li> <li>• Using a wider range of opinions</li> <li>• Describing mealtimes</li> <li>• Using negatives</li> <li>• Ordering a meal</li> <li>• Using <i>usted / ustedes</i></li> <li>• Discussing what to buy for a party</li> <li>• Using the near future</li> <li>• Giving an account of a party</li> <li>• Using three tenses together</li> <li>• Using coping strategies when speaking</li> <li>• Responding to what people say</li> <li>• Learning about food in other countries</li> <li>• Using direct object pronouns</li> </ul> <p><b>Viva 2 Module 4 (¿Qué hacemos?)</b></p> <ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Using <i>me gustaría</i> + infinitive</li> <li>• Making excuses</li> <li>• Using <i>querer</i> and <i>poder</i></li> <li>• Saying what other people look like</li> <li>• Using verbs in the third person</li> <li>• Talking about clothes</li> <li>• Saying ‘this/these’</li> <li>• Talking about sporting events</li> <li>• Using three tenses</li> <li>• Describing a fancy dress outfit</li> <li>• Using a dictionary</li> </ul>



	<ul style="list-style-type: none"> <li>• Learning about food in other countries</li> <li>• Using direct pronouns</li> </ul> <p><b>Viva 2 Module 5 (Operacion Verano)</b></p> <ul style="list-style-type: none"> <li>• Describing a holiday home</li> <li>• Discovering more about the comparative</li> <li>• Describing holiday activities</li> <li>• Using the superlative</li> <li>• Asking for directions</li> <li>• Using the imperative</li> <li>• Talking about summer camps</li> <li>• Learning more about using three tenses</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year. There will be 3 sets of assessments as well as End of Year assessments.</li> <li>• Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.languagesonline.org">www.languagesonline.org</a></li> <li>• <a href="http://www.activeteachonline.com">www.activeteachonline.com</a> (your child will have a username and password)</li> <li>• Spanish guide provide free of charge for home revision and support in lessons</li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally 1 piece each week, taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p>