



BE THE **BEST**
YOU CAN BE

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		Enrichment	
Reporting Y9		CfCs		BfL & LAL		BfL & LAL				BfL & LAL			
Art & Photography													
Year 9	Me, Myself and I Project AO1 - Contextual links - Graffiti then a choice of Louise Fulton or Gregoire Devin AO2 - Media/Techniques - Drawing, illustration skills, mixed media skills ,painting, collage, design skills. AO3 - Recording - Observational drawings AO4 - Outcome - 2D work and clay peice			Indian Art project AO1 - Contextual links - Indian Art AO2 - Media/Techniques - Drawing techniques using a range of media, collage techniques , painting, printing, textile and surface decoration techniques. AO3 - Drawing and recording using a range of media. AO4 - Outcome - Printed and painted Indian inspired outcome.				Shanty Town project AO1- Contextual links - Martin Demnik , Charlie Baird AO2 - Media, techniques - Drawing techniques using a range of media , mixed media techniques ,painting skills, pressprinting, 3D skills AO3- Drawing and recording using a range of media AO4 -Outcome-3D shanty house or house front (collaborative)					
Computing													
Year 9	Computer systems: identify different forms of hardware and categories and input, output, storage and process. Identify different network types - LAN\ WAN, wireless, personal area (bluetooth). Ethical aspects of computer systems - how they impact on society and the individual as well as the environment. The impact of modern systems (eg AI) on computer design and other technologies. How AI could impact society.	Digital Citizenship Assessment	Data representation: review of hexadecimal and binary; use of compression - lossy and lossless; use of encryption in computing and the role of hexadecimal and binary in this	Data Representation Assessment and DIT	Programming: Algorithms: Debugging both flowchart and pseudocode to identify and correct problems. Identifying tasks based on pseudocode - reconstruct scenarios based on flowcharts with sub-routines.	Algorithm Assessment and DIT in preparation for programming	Programming: using decomposition, algorithms and programming techniques to analyse, design, code, test and evaluate a program to meet the requirements of a given scenario	Programming Assessment	Digital citizenship - focus on more mature content as well as covering the laws governing digital technology - Computer Misuse Act, GDPR, Copyright and Patents Act. Critical debate of aspects such as teenage social media use, the impact of AI on society.	Programming Assessment	End of year project: Business with project with strong emphasis on IT skills (presentation, spreadsheet, data collection and analysis)		
Design Technology													
Year 9	Health and safety instruction	Timbers: Students learn about timber production and their link to Environment and sustainability, understanding how softwoods and hardwoods differ in their rate of growth and ethical choices surrounding them, how manufactured boards are made. Materials: Pine, plywood, hard wood off cuts. Processes: construction techniques, scroll saw and sanding, laminating, natural timber finishes.	Polymers: Students learn about Polymer production and their impact on the environment, link to Environment and sustainability through teaching around crude oil, introduction to iterative design (phone holder), commercial production, classifications of two types of polymer. Materials: Acrylic. Processes: Strip heater, vacuum forming, injection moulding. CAD/CAM: Laser cut models. Focus of folderwork: creative design and presentation.	Systems and Control: Students solder a nightlight circuit, learning about; PCB production, input - process - output, component symbols and values (links to circuits and electricity in Science KS2 and 3) Maths link: Resistor colour codes, tolerances, nets. Processes: Soldering, manufacture of net for packaging.				Pen Pot project: Focused team working project where students have to produce a batch of pen pots. Also three week Engine House architecture project: Community Cohesion and understanding Cornish Heritage					
DT Food													
Year 9	DT FOOD: Students will cover over two thirds of the year. Identify the sections of the Eatwell guide and the nutrients they provide, identify the main nutritional points of the 8 tips on healthy eating, using the information to analyse the nutritional success of a given dish. Understand the chemical structure of carbohydrates and relate this to their function in the body including the importance of dietary fibre in the diet. Identify the benefits of fruit and vegetables in the diet and how vitamin C can effect ingredients during the cooking process. Understand different presentation techniques and their importance in the food industry. Understand the structure of proteins and relate this to HBV and LBV and the use of complementary proteins in the diet. Understand the role of fat in the diet and the main food intolerances and food allergies. Understand the term energy balance and the factors affecting obesity and its detrimental effects. Identify high and low risk foods and food safety. Explain the use of standard components. Identify the structure of the back of house and the roles of waiting staff in the front of house. Identify culinary terms and techniques. Consider the use of different ingredients in a food science experiment and the changes to a products properties. Understand the classification of differnet types of fish. Understand how and why yeast works to improve qualities of bread. TERM 1 ASSESSMENT: BASELINE ASSESSMENT, SATCHEL ONE ASSESSMENT, QUICHE PRACTICAL TERM 2 ASSESSMENT: EVALUATE NUTRITIONAL VALUE OF A DISH, SATCHEL ONE ASSESSMENT, ENERGY BALANCE, SPAGHETTI BOLOGNESE PRACTICAL Practical skills: Higher level skills of vegetable cuts, frying, simmering, draining, roasting, use of a kettle, stir frying, blended sauce, forming fish, portioning, kneading, rolling out, grating, baking, creaming, melting, rubbing in, use of standard components, puff pastry, shortcrust pastry and filo pastry - properties and use of these.												

DT Textiles						
Year 9	DT TEXTILES: Students will explore the environmental, social and economic impacts of the textile industry, investigating resource use, production processes and consumerism. They will develop their understanding of sustainable design and demonstrate their knowledge through a GCSE-style extended written response. Students will then design and create a mixed-media textile canvas inspired by architecture and the work of Sarah Bagshaw. They will investigate her use of reclaimed fabrics, layered painted, dyed and printed textiles, and found materials to create textured surfaces. Using reclaimed fabrics, printed backgrounds, wooden off-cuts and other discarded materials, students will produce an original textile artwork, embellished with traditional Sashiko stitching. Throughout the project, students will develop practical textile skills while learning the value of repairing, reusing and repurposing materials, promoting creativity, sustainability and thoughtful design. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Written Understanding. ASSESSMENT 2: Marking Making & overall Presentation of the design board ASSESSMENT 3: Collage design ASSESSMENT 4: Sustainable Policies.					
Drama						
Year 9	Scripted Vs Devising - An introduction to GCSE drama Students will use and develop their prior knowledge of skills and apply them to a GCSE text - Blood Brothers. Students explore theme within a script and look again at why people make drama and how it can be used to tackle current issues. Devising - Students use and develop their prior knowledge of techniques and experiment with creating their own performances. Students are encouraged to explore themes that they are passionate about.	Scripted - Musical Theatre Students explore a wide variety of musicals including Everybody's Talking About Jamie, Matilda and Lion King. Students will look at acting and dance as well as costume and make-up design.	Film Making: Sweded Movies Students take on a larger project and explore the career options in the film making industry. Taking inspiration from Be-Kind Rewind by Jack Black, students recreate a film of their choice films from start to finish. They will look at the planning and organisational side as well as acting for camera, filming and production.			
English						
Year 9	Animal Farm Studying Animal Farm in Year 9 provides an essential foundation for exploring themes of power, corruption and social responsibility that students will encounter in later texts such as An Inspector Calls. Through its engaging and accessible narrative, the novella introduces political allegory and encourages students to consider how literature reflects and critiques historical and societal issues. This unit develops critical thinking by helping students connect literary analysis with wider political and moral questions, deepening their understanding of how writers use fiction to challenge injustice and influence their world.	Imagination to Persuasion This is unit that guides students through the processes of both creative and transactional writing. Drawing on a range of inspirational fiction and non-fiction texts, students will study how writers craft engaging narratives, create convincing characters and settings, and use language for impact. The unit will also explore how persuasive techniques are used in speeches, letters and articles to influence and inform. Through reading, discussion and modelling, students will develop their own writing skills, moving confidently between imaginative storytelling and purposeful persuasive writing.	Introduction to Poetry This scheme of learning offers students a gradual and immersive exploration of a wide range of poetry. The unit begins with the Romantic poets, where students uncover how themes of nature, emotion and the sublime are expressed through language, structure and form. The focus then shifts to poems that explore power, conflict and their effects on individuals and society. Throughout the unit, students develop key skills such as close reading, annotation, critical analysis and contextual understanding, laying strong foundations for future literary study.			
French						
Year 9	Quadmester 1 Essential question: Quels sont tes passes-temps? Core Subject Knowledge: • Exploring events in the francophone world • Talking about what you do on line • Saying what you do to stay active • Talking about what you watch • Making plans to go out • Saying what you did last weekend Skills: Listening End of module listening assessment	Quadmester 2 Essential question: Comment est ta vie? Core Subject Knowledge: • Talking about your identity • Talking about your weekend routine • Discussing friends and friendships • Talking about what people look like • Talking about positive role models • Talking about celebrations Skills: Reading End of module reading assessment.	Quadmester 3 Essential question: Comment est ton collège? Core Subject Knowledge: • Learning about school life in francophone countries • Talking about school subjects and life • Discussing school rules • Talking about making progress at school • Talking about when you were younger • Talking about learning languages Skills: Writing Write a blog about your school life.	Quadmester 4 Essential question: Tu es en bonne forme? Core Subject Knowledge: • Describing and giving opinions about dishes • Talking about meals and mealtimes • Talking about good mental health • Describing illness and accidents • Saying what you will do to improve your life • Talking about lifestyle changes Skills: Speaking Describing a photo.	By the end of Year 9, students in this subject will.... Be able to: Use a range of tenses including the perfect and imperfect Use reflexive verbs, Use the comparative Use direct object pronouns Use polite language Use modal verbs Use the partitive article Use the imperative tense Use the future tense	

Geography																						
Year 9	Population Pressures and Migration: Students study issues associated with population from global population distribution and the reasons for this, to numerical skills for population growth. Key questions centred around carrying capacity on planet earth are explored with critical thinking applied to 'How many people can fit on planet earth' - This involves students applyign interconnected thinking to many previously learnt topics such as development, Ecosystems, Resources etc. Students learn about poluatn policies that have been used e.g. China to transmigration in Indonesia. Migration is also studied with a focus on causes and responses to migration for didfferent localities e.g. European Migrant Crisis to Mexico to USA Migration route. Assessment : Popoulation Change - series of knowledge, skills and sense of place questions with a large written questinobased on populaton policies.							River Landscapes: Rivers Students study UK Physical Landscapes using relief maps to identify the link between location of rivers and relief. River processes are investigated as well as changes down stream in features from the drainage basin. Examples of river use with a DME based locally with the River Fal - Assessment. Flooding case study with Boscastle students evaluate the causes of the event a DME. Assessment: River landscapes issue evaluation based on skills and application of knowledge.					Coastal Landscapes : Students continue their UK landscapes study with a focus on coastal landscapes. Weathering and erosional processes are revisited in this environment which then supports erosional features and their formation. Transportation processes then are investigated with features of deposition in the coastal environment identified. Coastal Management techniques are researched and an assessment DME on which techniques are used appropriately on location is evaluated.				Decision Making Exercise: Students investigate a specific local Geography scenario - Do you agree with the proposed Langarth Garden Village Development? Leading up to the final extended written piece on the topic question students explore the housing crisis, greenfield vs brownfield site developments and exploring the different stakeholders perspective on the new development. Students then make their own final decision on the development with critical thinking skills required to be evaluative and justifying their final opinion.					
History																						
Year 9	The start of the year will focus on some major changes to Britain through a series of enquiries: How and why did Britain become multi-cultural by the C20th? Why was abortion legalised? Why was homosexuality decriminalised? Why was the NHS created and what impact has it had? This is followed by our unit on the rise of Hitler in Germany and life in Germany 1933-45.							The key events of WW2: Students will compare Dunkirk, The Battle of Britain, Stalingrad, D-Day, Pearl Harbor and the bombing of Hiroshima to develop the skill of analysing significance.					This unit analyses the Cold War and the key events within this. For example the ideological differences between the Superpowers, the events in Berlin, the arms race, the building of the Berlin Wall, the assassination of JFK. Students will case study the Vietnam War.									
Maths																						
Year 9: Core	1. Properties of number: Factors, multiples, primes; Product of primes; HCF,LCM; Venn diagrams; Integers, real numbers & rational numbers; intro to surds.	2. Percentages : % increase & decrease; express a change as a %; Find original value; Problem solving; Repeated % change; Interest.	3. Area & Volume: Nets; Area of 2D shapes; Area and Circumferen ce of a circle; Surface area cubes, cuboids, triangular prisms & cylinders; Volume; Convert metric units.	4. Equations, Inequalities & Formulae: Solve equations & Inequalities; negative numbers; Unknowns on both sides; Problem solving; Substitution; Changing the subject of a formula	5. Fracti ons: + - x ÷ with and by fracti ons and integ ers; Fracti on of an amou nt.	6. Rates: Speed, distance & time; DT Graphs; Flow problems 7 & their graphs; Rates of change & their units; Convert compound units.	7. Stand ard form: Comp are & order numb ers in st. form; x ÷ in st. for m.	8. Maths & Money: Bank accounts; VAT; Ways to pay; Jobs & pay; Investing; Borrowing; Running a house or a business; budgeting; Spending overseas; Insurance.	9. Straight line graphs: Line sparrallel to the axes; Explore gradients & intercepts; y=mx+c; rearrange equations to y=mx+c; Find equation of a line; gradient & intercepts of real-life graphs.	10. Ratio & Proportion: Direct proportion; Conversion graphs; Inverse proportion; Ratio & algebra.	11. Constructio ns & Congruence: Draw & measure angles; Accurately draw triangles; Construct angle & perpendicular ar bisector; Accurately draw more complex polygons; Congruence.	12. Similarity: Enlargement s & similarity; Work out unknown lengths & angles in similar shapes; Solve problems with similar triangles; Ratio in right angled triangles.	13. Algebraic manipulation: Expand single brackets & simplify; Factorise into a single bracket; Expand double brackets; Use identities; Factorise quadratic expressions; Solve quadratic equations.	14. Pythagoras' theorem: Solve equations with squares & square roots; the hypotenuse, Using Pythagoras' theorem; Pythagoras' theorem on coordinate axes; Proofs.	15. Non-linear graphs: Substitute into quadratic expressions; Draw quadratic graphs; Interpret quadratic graphs; Reciprocal & exponential graphs; Cbic graphs; Roots, intercepts 7	16. Sets & probability: Identify & represent sets; Intersection; Union; Using diagrams to work out probabilities ; Relative frequency; expected outcomes; independent events; Venn diagrams.	KS3 EOY Revision & Exams	17. Transformat ions: Enlargement s (positive, negative and fractional SF); Rotation; Translation; Reflection; Combined transformati ons.	18&19: Simultaneous equations & Trigonometry (Optional): Introduction; Solve simultaneous equations algebraically and graphically; Elimination & substitution methods; Right-angles triangle trigonometry in 2D & 3D shapes./			
Year 9: Support	1. Properties of number: Factors, multiples, primes; Product of primes; HCF,LCM; Venn diagrams.	2. Percentages : Convert F,D,%; % of an amount; % increase & decrease; Find the original value; express one number as a % of another:	3. Area & Volume: Name 3D shapes; Faces, edges & vertices; Nets; Areas; Surface areas of cubes & cuboids; Volume of Prism & cylinder.	4. Equations, Inequalities & Formulae: Solve equations; brackets; Inequalities; Solve one and two-step inequalities.	5. Fracti ons: + - x ÷ with and by fracti ons and integ ers.	6. Rates: Speed, distance & time; Interpret & draw distance-time Graphs.	7. Stand ard form: Comp are & order numb ers > 1 in st. form; Negat ive powe	8. Four operations: BIDMAS with intergers & decimals.	9. Maths & Money: Bank accounts; VAT; Ways to pay; Ways to save; jobs & pay; best buy; budgeting; Spending overseas.	10. Straight line graphs: Coordinates in 4 quadrants; Lines parallel to the axes; y=mx+c; ax+by=c	11. Ratio & proportion: Direct proportion; Conversion graphs; Ratio problems; Solve problems with ratio; Inverse proportion.	12. Constructio ns & congruence: Measure & draw angles; Accurate drawings of triangles; Congruence; Congruent triangles.	13. Geometry & measures; Recognise similar shapes; work out unknown lengths and angles in similar shapes.	14. Algebraic manipulatio n: Expand single brackets and simplify; Expand single brackets; Exapnd double brackets.	15. Pythagoras' theorem: Squares & square roots; Solve equations with squares & square roots; the hypotenuse, Using Pythagoras' theorem.	16. Non-linear graphs: Substitute into quadratic equations; Draw quadratic graphs.	17. Probability: Single events; using diagrams; Venn diagrams; events not happening; Probability experiments ; Expected outcomes.	KS3 EOY Revision & Exams	18. Transformat ions: Enlargement ; Line & rotational symmetry; Rotation aabout a point; Translations.	19. Angles in polygons: One step-angle problems; triangles; quadrilatera ls; Multi-step angle problems; Polygons; Exterior & interior angles; Solving problems with regular & irregular polygons.	20: Angles in parallel lines: Alternate angles; corresponding angles; co-interior angles; Solving problmes with angles in parallel lines.	

Music						
Year 9	Reggae - Year 9 start the year by looking at the 'decades of music' from the 60s to the present day. They start off by exploring the Reggae music of Jamaica. We introduce students to the history and context of the music and introducing the iconic artists that have made an impact on the genre and the stylistic features which make up the fundamentals of the music. This topic has a direct link to the BTEC First Award in Music Practice, which is one of the first topics students will study at KS4. Students then embark on studying 3 more 'decades' topics in Year 9; Hip Hop, Britpop and Motown. These are all taught with the same intention and consequently link to the topics taught at KS4 in the Component 1: Exploring Musical Products and Styles. We provide students with opportunities to explore a variety of instruments when performing various pieces of music from the different decades and encourage them to embed the stylistic features into their playing. Students also compose a short section of music that consolidates their knowledge of music decades for each topic.	Hip Hop - Please see Autumn term 1	Britpop - Please see Autumn term 1	Motown- Please see autumn term 1	THE BAND PROJECT - In this scheme of learning, students create their own bands. Not only do they have to produce good quality cover songs in a style of their choice (some groups go for a composition route using Sibelius or music technology using Reaper, Band Lab or Garage band route at this stage) but they also have to create all the promotional material that is integral to any job individual working within the music industry. Students divide jobs such as being; the Band Manager, Musical Director, Advertisement and Media Consultants to complete promotional tasks. When tasking have been completed (such as writing a contract, creating a logo, website design, newsletter or music video) RLS 'money' is awarded to the band, and each group in Y9 has to make a minimum of £1000 to complete the project. This is a competition and the winning bands win prizes at the end of the Year. All written and musical work is used for assessment. This has proven to be an excellent way to help rock bands across the school develop, and has led to some bands continuing with their Musical Groups after the curriculum project is completed.	
PE and Sports Science						
Year 9 PE	In Invasion Games students will develop a range of advanced skills, techniques and tactics appropriate to a range of Invasion Games, using these in competitive and pressurised situations. At this stage students will be able to appropriately select the correct decisions and responses to make in completed and ever changing environments. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management. In Fitness units students will experience a range of different training methods and be able to apply these to their own fitness requirements. They will also develop fitness specific knowledge which will be useful to them in the future, such as naming muscles, training zones and fitness for life. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management. In Aesthetic activities students will experience and perform using a wide variety of different apparatus, genres and group situations, undertaking a number of challenges in Aesthetic environments. Some students may also get the opportunity to take part in Trampolining to further extend their experiences. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback	In Multi-Skills activities students will link coordination and movement skills, and be able to apply these accurately to a range of different games 'non traditional' games activities. They will experience a range of activities and games which will challenge their coordination and movement abilities, placing them in unfamiliar and highly pressurised situations. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management. In Leadership students will know the skills, qualities and responsibilities of a leader, and different types of sports leaders. They will have the opportunity to experience a number of leadership sessions and appreciate what makes effective sports leadership. Many students will get the opportunity to lead parts of sports activities and be able to evaluate the effectiveness of their performance. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback		In Athletic activities students will take part in a number of track and field events. Here they will be challenged to achieve their personal best and understand where their strengths and weaknesses lie. Students will use athletics sessions to further specialise and prepare for intra and inter-school athletics competitions. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility. In Striking and Fielding Games students will be challenged physically and mentally in a variety of complex and highly pressurised situations. Here they will be required to show an advanced application of skills, tactics and techniques, being encouraged to enjoy competing with and against their peers. During this unit students will also work upon developing a number of personal qualities, such as cooperation, teamwork, respect and self-management. During the Summer term we run a carousel from the 6 activity areas with Sports Leaders being an option. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback		

PD						
Year 9	Unit 1: Achieving good mental health what is anxiety and how can we manage it? Body Image, self-harm	Unit2: Living Responsibly rights and responsibilities, youth offending, human trafficking and exploitation.	Unit 3: Careers help with supporting the option process and the use of Career pilot to investigate job opportunities and progression, Information about the local labour market. The importance of the application of skill, new and emerging technologies.	Unit 4: Homelessness and child exploitation	Unit 5: Relationships and Diversity -Growing up gay. Domestic abuse.	
RE						
Year 9	Good, Bad; right wrong: how do I decide? (continued.) How do we make sense of morality? A focus on sources of authority and wisdom. - Different ways of making moral decisions - The Sinking ship scenario Assessment: The Sinking Ship	Ethics continued, - medical ethics transplant surgery	Why is there suffering? Are there any good solutions? (With a focus on Holocaust memorial Day resources). What difference does it make to be an atheist or agnostic in Britain today? Assessment: If the Holocaust were represented...	What is good and what is challenging about being a Muslim teenager in Britain today? Assessment: Hajj - What is Islamophobia? - Who was the Prophet Muhammad(pbuh)? The history of Islam - Qur'an - Its historical and personal importance for Muslims - The Five Pillars of Islam	Should Christians be greener than everybody else? Spiritual Cornwall Curriculum Kernow.	
Science						
Year 9	B5+B6, P3 : Students begin their GCSE studies learning about health and disease to include physical and mental health and how they interact. They study certain communicable diseases which may be caused by bacteria, viruses, fungi or protists and how these are spread. Then they learn about human defence responses and the immune system. Next they learn about preventing and treating disease, including how vaccines work, the difference between painkillers and antibiotics and how new drugs are discovered and developed. In physics they study the energy resources topic which begins with our energy demands then looks at renewable energy resources, how they work and the impact they can have on the environment. ASSESSMENTS: B5+B6/P3 TESTS and feedback	C1+C2, B7: Students study a topic on atomic structure; which includes electronic structures, ions and isotopes as well as the history of the atom. They learn to write chemical equations to represent reactions, including state symbols and how to balance symbol equations. They also develop their knowledge of the methods to separate mixtures including distillation and chromatography. Next they study the Periodic Table and how it was developed. They study specifically the elements in Group 1, Group 7 and Group 0 and how to explain trends in their properties. In Biology they learn about non-communicable diseases such as cancer and heart disease, and the risk factors for such diseases including smoking, drugs and alcohol, diet and lack of exercise. They carry out a biology and a chemistry required practical during this term. ASSESSMENTS: C1&C2/B7 TESTS and feedback	P11+P12, C11, B15: Students study a topic on waves and their properties. They learn about transverse and longitudinal waves and how to study waves to find their wavelength, frequency and speed. They investigate the behaviour of both light waves and sound waves before exploring the electromagnetic spectrum. They learn about the properties and uses of radio waves, microwaves, infrared radiation, ultraviolet, gamma and X rays. In chemistry they study a topic on the Earth's atmosphere. They learn about the history of our atmosphere and how it changed over time. They also learn about greenhouse gases and global climate change as well as learning about other atmospheric pollutants and their effects on both the environment and health.They carry out two different physics required practicals this term. In biology, students study a unit on ecology which allows for outside sampling. They learn about interdependence and competition in ecosystems and the physical and behavioural adaptations of plants and animals. ASSESSMENTS: P11& P12/C11/B15 TESTS and feedback			

Spanish					
Year 9	Quadmester 1 Essential question: ¿Qué haces en tu tiempo libre? Core Subject Knowledge: • Talking about Spanish-speaking sports-stars •Talking about life online •Talking about sports and free-time activities •Arranging to go out •Saying what you did at the weekend •Talking about a day that went wrong! Skills: Listening End of module listening assessment	Quadmester 2 Essential question: ¿Te gustar viajar? Core Subject Knowledge: • Discussing travel plans •Talking about festivals in the Spanish speaking world •Talking about where you went on holiday •Describing where you stayed •Talking about holidays Skills: Reading End of module reading assessment.	Quadmester 3 Essential question: ¿Cómo te identificas? Core Subject Knowledge: • Talking about families •Describing people •Talking about who you admire •Talking about friendships and relationships •Talking about your identity •Talking about problems and give advice Skills: Writing Write a blog about who you admire.	Quadmester 4 Essential question: ¿Cómo es tu estilo de vida? Core Subject Knowledge: • Learning about typical foods in Spanish-speaking countries •Describing healthy daily routines •Talking about mealtimes and food trends •Comparing old and new habits •Talking about illnesses and injuries •Talking about future plans to improve health and wellbeing Skills: Speaking Describing a photo.	