

Year 8 Art and Design Formal Elements		
Autumn	Spring	Summer
<p><u>HT1 and HT2: The World Around Us</u> Learners will produce drawings using pencil and pen. Learning will focus on the Formal Elements of Art. Line, shape, form, tone, texture, pattern, colour, space and composition. Line, tone, form and shape will be the main focus. Mark making, blending, shading, enlarging and reducing 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. The Fibonacci sequence and how spirals can be seen in nature and architecture. They will look at positive and negative space in drawing.</p>	<p><u>HT3 and HT4: Pop Shop</u> Learners will recall the Formal Elements and focus on line, shape, form, tone, colour and composition. Blending, shading, enlarging, reducing, layering, colour theory and gridding will be explored using primary and secondary sources. Learners will record ideas linked to signs, symbols and the visual language of art. Learners will investigate ancient and prehistoric art, Pop Art and the keyword 'collections'. They will create a research pages from their findings.</p>	<p><u>HT5 and HT6: World Art</u> Learning will focus on line, shape, form, tone, texture, pattern, colour, space and composition. Resist, relief, collage, decorative techniques and mixed media will be investigated. Learners will look at World Art and the keywords, symbol, motif, textiles, process, culture and diversity. Learners will produce drawings focussing on line, shape, tone, texture, pattern, colour, space and repetition. Colour and pattern will be the main focus. Repeat pattern and symmetry will be explored using primary and secondary sources.</p>
Assessment and Exams		
<p><u>HT1</u> A baseline test will link to year 7 and KS2. Focussing on line, tone, and form. Knowledge about Fine Art techniques and media will be included. 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> Practical techniques will be assessed. 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> Practical and theory 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>

Year 8 - Computing (SOW)		
Term one	Term two	Term three
HT1 8.1 Hardware and Software: Learners will explore different types of hardware and software and they key roles they have within a computer system Key Software Skills: Presentation	HT1 8.2 Algorithms continued. 8.3 Programming: Learners will explore the programming specific software and create their own Chatbot. Key Software Skills: Programming software	HT1 8.4 Logic: Learners will explore how a computer processes information by converting all data into digital data Key Software Skills: Presentation
HT2 8.2 Algorithms: Learners will explore what an algorithm is, different types of algorithms and create their own algorithm Key Software Skills: Word Processing	HT2 8.3 Programming continued.	HT2 8.4 Logic continued.
Assessment and Exams		
Typing speed assessment End of unit 8.1 assessment Mini – Literacy Key word assessments	End of unit 8.2 Mini – Literacy Key word assessments	Typing speed assessment End of unit 8.4 assessments Mini – Literacy Key word assessments

Year 8 – Drama

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

Term One

HT1/2: Dramatic Tension in Performance.

Learners will be given a range of thought provoking stimuli for which they must complete imaginative improvisational and written tasks to create performances considering various staging, characters, lighting, sound and costume. They will have the opportunity to use a variety of resources which will be used to stimulate learners' own creativity and imagination. Learners will learn to develop their vocal and physical skills such as creating and developing character and Drama techniques alongside descriptive writing opportunities.

Atmosphere and Mood:

Learners will be given a range of real-life and fictional scenarios upon which they must create devised work. Learners will create work for target audiences and will complete 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 start to learn theatre skills such as physical theatre and stylised Drama.

Term Two

HT3/4: Walking with Shadows:

Learners will read the play *Walking with Shadows* as a class; reading is accompanied by teaching of social context, style, stage techniques and exploration of the characters' motives and actions. Learners are to be assessed: How would Learners perform a character from an extract in the play. Learners will learn about and explore the theme of the supernatural and stylised drama. They will consider staging, lighting, costume and props and they will assume the roles of directors, actors, stage managers, sound and lighting technicians. Learners will focus on choral movement and voice to create stylised performances.

Term Three

HT5/6: Digital/Live Performance-Successful Actor study and review: Wonder by R J Palacio:

Learners will watch the film *Wonder* 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 assessed: Review of successful performances in a professional setting.

Assessment and Exams

Learners will be assessed in a practical performance demonstrating their knowledge and skills learned throughout the topics.

Year 8 English

Unit One	Unit Two	Unit Three
<p>Genre and Style Learners will be introduced to what we mean by genre and style in English before going on to explore the gothic genre. Throughout the unit of work learners will explore key gothic conventions with a focused study on gothic characterisation and setting. Learners will explore the origins of the gothic and read a range of gothic extracts and short stories. The gothic extracts and stories will be taken from challenging novels to develop learners' vocabulary.</p> <p>Key Learning Points:</p> <ol style="list-style-type: none"> 1. Literacy genres contain key recognisable conventions 2. Settings establish genre and mood and reflect characters in the gothic genre 3. The role of the narrators as an established character. 4. Characters are constructs of a writer 	<p>Imagery, Symbolism and Representation Learners will now begin looking at three new English concepts. They will use their knowledge of the gothic and gothic origins to explore the Romantic period of literature, with focus on the increased popularity of symbolism and imagery in writing. Learners will study a range of Romantic texts before moving on to the reading of a longer novel. During their reading of a longer novel they will apply their learning of symbolism and imagery but also look at representation and the role of context in a narrative.</p> <p>Key Learning Points:</p> <ol style="list-style-type: none"> 1. Connotations allow us to interpret meaning from key language in a text 2. Characters can symbolise historical figures 3. Characters are representations of historical figures 4. Texts can be satirical representations of society. <p>Texts Studied: Of Mice and Men, Noughts and Crosses, Animal Farm</p>	<p>Rhetoric Learners will finish Year 8 by exploring the art of rhetoric. They will learn about Aristotle's system of rhetoric and explore the use of rhetoric in speeches from across the ages. Learners will study speeches from Julius Caesar all the way through to Michelle Obama and eventually on to the Black Lives Matter Movement. This unit will focus heavily on writing skills.</p> <p>Key Learning Points:</p> <ol style="list-style-type: none"> 1. Writers use rhetoric to persuade the reader or audience and promote change 2. Rhetoric can be broken down into three domains : Pathos, Logos and Ethos)

Assessment and Exams

Learners will be tested on both knowledge and skills regularly in each unit.

1. In unit one learners will be assessed on their knowledge of the gothic, reading skills and creative writing skills
2. In unit two learners will be assessed on their knowledge of the novel they have studied, their analytical skills and their creative writing skills
3. In unit three learners be assessed on their knowledge of rhetoric and their transactional writing skills.

Geography Curriculum

Year 8 2020-2021

Autumn Term 1

Exploring Cities

Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities. Within each city, contrasting ways of life, problems and solutions will be studied in order to gain an understanding of what makes up the urban fabric of each place.

Spring Term 1

Exploring the Coast

The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape coastal landscapes is developed and consideration of the human influence; exploring causes, consequences and responses.

Summer Term 1

Exploring Environmental Damage

Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?'

Autumn Term 2

Exploring Hazards

This topic allows learners to develop an understanding of a variety of hazards that impact human lives worldwide. Learners investigate how weather and tectonics can be hazardous, gaining knowledge of the major processes within the atmosphere and within the earth and their impact socially, economically, politically, culturally and environmentally.

Spring Term 2

Exploring India

India is a diverse and rapidly expanding country that is a new and emerging economy. Learners knowledge of urbanisation as they begin to discover the opportunities and threats posed by this rapid economic development. All of this culminates to social and cultural changes across the many cities where industry is focused.

Summer Term 2

Fieldwork Investigation

Making our local area more sustainable. Building on existing fieldwork and investigation skills learners will undertake an investigation in to making the school environment more sustainable. An investigation will be undertaken looking at the environmental quality of different areas of the school and what learners can do to make the school sustainable.

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 8 – History		
Term One	Term Two	Term Three
<p>HT1 Learners will first revisit some key content from Year 7 looking at the religious problems in the 1500' and the consequences of this for Britain. This will help place the Year 8 topics in context.</p> <p>Killing the king Why did the King and Parliament choose to go to war with each other in 1642? Why was the victory for Parliament such a significant event in British history? Why have attitudes towards Oliver Cromwell changed over time? Was he a hero or a villain?</p>	<p>HT3 Britain and the slave trade Learners will investigate the slave trade, the impact it had on Manchester and why it was eventually abolished. Sources will be used to analyse the life of a slave and Manchester's role in it. Should Manchester be proud of its history?</p> <p>The fight for rights Learners will investigate the struggle of working people during the Industrial Revolution to improve their lives and gain political rights. We will look at the stories of Chartism and the Peterloo Massacre. Why were these events so significant and how should they be remembered?</p>	<p>HT5 Causes of the First World War Learners will investigate the world in 1900 and the causes of the First World War. This will involve looking at the long-term and short term causes. Was it all the fault of the Black Hand Gang?</p>
<p>HT2 The Industrial Revolution and Manchester Learners will investigate why the Industrial Revolution happened, why it was so significant and why it changed the world forever. Why did it happen here first?</p>	<p>HT4 India and the Empire Learners will investigate the relationship between India and the British Empire. What was India like before the British? How did India become the 'Jewel in the Crown' of the British Empire? How should the Empire be remembered?</p>	<p>HT6 The trenches of World War I Learners will investigate the life of a soldier through key events in the Great War. A range of contemporary sources will be used to illustrate aspects of a soldier's experience. Why did the experience of the Great War change attitudes towards war?</p>
Assessment and Exams		
<p>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.</p>		

Year 8 – Maths

Term One	Term Two	Term Three
<p>HT1 Number: Calculations (3 weeks)</p> <ul style="list-style-type: none"> ➤ Increase capability and application of operations involving integer, negative and decimal values. ➤ Understand contextual calculation problems in a variety of contexts applicable to real life. ➤ Use and calculate using numbers written in standard form and surds. <p>Number: Percentages (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the principles of percentages as a proportion and multiple representations. ➤ Calculate percentages with and without a calculator, including the use of multipliers. ➤ Understand the principles of percentage change in common contexts, including examples of repeated change. 	<p>HT3 Geometry: Circles, 3D Shapes and Pythagoras' Theorem (2 weeks)</p> <ul style="list-style-type: none"> ➤ Identify 3D Shapes and understand properties associated with 3D Shapes. ➤ Be able to understand how to calculate volume and surface area of cuboids. <p>Number: Ratio and Proportion (4 weeks)</p> <ul style="list-style-type: none"> ➤ Use ratio notation and the principles of simplification with ratios. ➤ Divide quantities and measures into given ratios. ➤ Understand and apply the unitary method to proportion. ➤ Understand and use the relationship between ratio, proportion, fractions and percentages. 	<p>HT5 Geometry: Angles (5 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>HT2 Algebra: Expressions (4 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the use of letters in mathematics and how expressions are formed from different contexts. ➤ Apply the basic principles of simplification and substitution to algebraic expressions and formulae. ➤ Understand the application of expanding and factorising as they apply to expressions. <p>Geometry: Circles, 3D Shapes and Pythagoras' Theorem (2 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the mathematical components of circles and use and remember formula to find the area and circumference. 	<p>HT4 Number: Ratio and Proportion (1 week) – Continued from previous HT.</p> <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>HT6 Geometry: Transformations (4 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the different types of symmetry and how they are recorded. ➤ Explore the different ways in which an object can be transformed into its image. ➤ Describe the different transformations using the correct mathematical terminology. <p>End of Year Project - Sports (2 weeks)</p>

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 8 Exam Week learners will complete a GCSE Foundation Paper.

Year 8 – Music

Term one	Term two	Term three
<p>HT1 Popular Song – Performance Skills Learners will explore 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 Year 7, focussing on how different textural layers combine vertically, showing an awareness of the different parts used in a popular song.</p>	<p>HT3 Ukulele – Performance Skills Learners will learn how to play the ukulele. They will explore both strumming patterns and picking techniques 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>HT5 Ensemble - Performance Skills Learners will combine their ukulele and keyboard skills in order to create an ensemble performance. They will explore what makes a successful ensemble and why. The musical elements will be developed further to ensure they are included in all aspects of 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 The Blues – Composition Skills Learners will develop their understanding of bass lines and chords as a harmonic foundation behind melody and improvisation. Learners will understand about the history, origin and development of the blues and compose a piece of music using the characteristics of the 12 bar blues structure.</p>	<p>HT6 Dance Music - Composition skills Learners will explore the genre of EDM and its emergence in the 1980's. Learners will understand the characteristics of its style and use this to compose their own piece of EDM.</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 8 Science

Term One	Term Two	Term Three
<p>HT1 Motion: In this topic, learners will make measurements of distance and time in order to plot a distance-time graph, analyse it and use it to calculate speed. Learners will compare the motion of two objects and calculate their relative speeds and they will discover how the resultant force on an object affects its speed and direction. Carbon Cycle & Atmosphere : Learners will learn about the Carbon cycle and the processes which remove it from the air and release it back into the air. They will then look at how the atmosphere has changed over time and what has caused this. Learners will also look at global climate change and how the average global temperatures have changed over time, what has caused this and the impact on the environment. Learners will calculate their carbon footprint and write a persuasive piece of writing aimed to convince someone/ or a business to reduce their carbon footprint. Circulation: Learners will describe the function and structure of the components of blood. They will also describe the structure and adaptations of arteries, veins and capillaries. Learners will identify the main structures of the heart and describe their function, they will also explain how the heart circulates blood around the body. They will also learn how cardiovascular disease can be prevented.</p>	<p>HT3 Electrical Circuits: Learners will learn the symbols and function of the various circuit components, and use a range of investigative techniques to understand simple electrical circuits. They will also construct series and parallel circuits, investigating how current, voltage and resistance changes in them. Digestion & Movement: 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. Learners will use a range of investigative and modelling techniques to understand the hierarchical organisation of multicellular organisms and the biomechanics of how these organ systems interact to create movement.</p>	<p>HT5 Plant reproduction: Learners will learn about reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal. They will also learn about how insect pollination is important to human food security. Particle model: Learners will use a range of investigative techniques to understand how solids, liquids and gases behave in different conditions. They will look at what gas pressure is and how you can increase and decrease it. Learners will calculate density and use their knowledge to say whether objects float or sink. Immunity & Communicable Disease : Learners will use a range of investigative techniques to understand the causes of diseases, and how they can be prevented. They will use a range of investigative and modelling techniques to understand how the physical health and the mental health of an organism can be affected by numerous factors.</p>

<p>HT2 Magnets & electromagnets: Learners will investigate magnets and magnetic fields. Learners will learn how to construct an electromagnet, and how to vary the strength of them. They will also learn how electromagnets are used in everyday life such as a circuit breaker. 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 of reaction times. Interdependence of organisms Learners will use a range of investigative and modelling techniques to understand feeding relationships within a community of organisms.</p>	<p>HT4 Evolution: In this topic, learners will explore Charles Darwin's theory of Natural Selection and how it is driven by variation and competition within a species. They will also research the importance of biodiversity and why high biodiversity is important to preserve populations and to ensure we have resources such as food, medicine and materials. Learners will consider the different theories that are used to explain the extinction of dinosaurs and the role of gene banks in preventing the extinction of plants and animals. They will also explore the process of selective breeding and discuss the advantages and disadvantages. Energy & Heating & 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. Materials & Separating Mixtures: Learners will look at what a pure substance is and how to identify them. They will also learn what a mixture is and the different methods used to separate them; filtration, evaporation, distillation and chromatography. Learners will also look at conservation of mass and reversibility in dissolving. They will with use a range of investigative techniques to understand different types of materials, their properties and why they are suitable for their uses.</p>	<p>HT6 Light & Sound : Learners will use a range of investigative techniques to understand how light travels and how it behaves when it travels through different mediums. They will use a range of investigative and modelling techniques to understand how sound behaves 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. Learners will also investigate the reactivity series and endothermic/exothermic reactions; combustion, thermal decomposition and oxidation. Respiratory System: Learners will learn how organism are organised from cells to tissues, to organs to systems to organisation. They will learn about the structure, function and adaptations of the gas exchanges system in humans and how asthma, smoking and exercise can effect it. Learners will learn about the mechanism of breathing and explain the movement of gases into and out of the body, and how to measure lung volume. Respiration: Learners will learn about aerobic and anaerobic respiration and the difference between them. They will also look at how anaerobic respiration is used in fermentation.</p>
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Assessment and Exams

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 7 & 8.

Year 8 – MFL Spanish

Term One	Term Two	Term Three
<p>HT1 Spanish: ¡Viva! 1 Módulo 4 Mi familia y mis amigos –My family and friends</p> <p>Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their families. They will know how to apply possessive adjectives (my, his, their, etc.) They will further develop their descriptive language in relation to physical appearance, but they should be encouraged to describe others as well as themselves. They will also learn to say where they live and describe their homes using the verb 'estar'</p> <p>Throughout the course, learners will be provided with a range of tasks to develop the four skills of reading, writing, speaking and listening; using role-play, drama, games, video, songs and other authentic materials.</p>	<p>HT3 Spanish: ¡Viva! 2 Módulo 1 Mis vacaciones – My holidays</p> <p>Learners will be introduced to one of the past tenses (the preterite). Initially focused on regular ar/er and ir verbs. They will also learn how to form and apply the irregular verbs 'ir' 'to go' and 'ser' 'to be' in the preterite tense, in order to say where they went in the past and give opinions.</p> <p>By the end of the unit, they should be able to create a presentation giving a detailed description of their holidays, using at least 2 tenses (preterite and present) and sharing positive and negative opinions and justifications.</p>	<p>HT5 Spanish: ¡Viva! 2 Módulo 3 ¡A comer! Let's tuck in!</p> <p>Learners will be able to discuss food preferences and describe mealtimes. They will take part in a restaurant role-play where they will have the opportunity to both order food and take orders as a waiter/waitress.</p> <p>Following this, we will focus again on the 'near future' tense in the context of arranging a party. This will lead to learners being able to describe a party in the past, but also applying three tenses – Past, present and future.</p>
<p>HT2 Spanish: ¡Viva! 1 Módulo 5 Mi Ciudad – My city</p> <p>Learners will describe their towns or city and develop their understanding of how to use 'a', 'some' and 'many'. They will talk about the places in town and offer opinions and justifications.</p> <p>Learners will know how to tell the time and will review the verb 'ir' 'to go' in the present tense so that they are able to form the 'near future tense' in order to talk about their plans for the weekend.</p> <p>Learners will be taught how to order food in a café and take part in a number of shopping/ café role-play activities to demonstrate their learning.</p> <p>There will be a Hispanic cultural focus, where students will consider other Spanish speaking countries. They will also learn about the significance of El día de los muertos – The day of the dead</p>	<p>HT4 Spanish: ¡Viva! 2 Módulo 2 Todo sobre mi vida – All about me</p> <p>Learners will know how to talk about their mobile phones with a focus on the present tense. They will give a range of opinions, both positive and negative on the types of music they enjoy. Learners will be taught how to use comparative adjectives in order to contrast the sorts of television programmes they watch.</p> <p>There will also be opportunities to analyse an authentic text and further develop their reading skills.</p> <p>Learners are encouraged to apply the language they learn in HT1 to be able to apply the preterite tense with the free-time vocabulary. Many learners will use the 3rd person to describe the interests of others.</p>	<p>HT6 Spanish: ¡Viva! 2 Módulo 4 ¿Qué hacemos? What do we do?</p> <p>Learners will be able to make arrangements to go out, using the conditional tense (Me gustaría + the infinitive).</p> <p>They will also be taught how to make excuses if they do not wish to go out by using the verbs 'querer' to want and 'poder' to be able.</p> <p>Learners will use reflexive verbs to discuss their preparation for a night out and describe what they want to wear.</p> <p>Learners will be encouraged to use three tenses to describe sporting events and provide a range of opinions and justifications.</p> <p>Learners will also have time during this unit to further develop their use of a bilingual dictionary.</p>

Assessment and Exams

Term 1: HT1: Reading assessment – Mi familia y mis amigos
 Term 2: HT3: Writing/speaking – Mis vacaciones
 Term 3: HT5: Listening assessment – ¡A comer!

HT 2: Listening assessment – Mi ciudad
 HT 4: Reading assessment – Todo sobre mi vida
 HT6: Writing/speaking – ¿Qué hacemos?