

Southend High School for Girls

Learning in Middle School **Our Connected Curriculum**

Educating and inspiring young people since 1913



The Year 10 Curriculum and Learning Journey

The Trivium of ‘Grammar, Dialectic and Rhetoric’, formed the basis of a classical education from ancient Greece up to Shakespeare’s time at school and beyond. In the 21st Century, it remains a powerful framework for formulating ideas about learning, pedagogy and the curriculum. At Southend High School for Girls these ideals, set out and achieved through the ‘**Trivium for the 21st Century**,’ underpin our core purpose and values as articulated in our curriculum intent and school motto:

‘So enter that daily thou mayest become more learned and thoughtful.

So depart that thou mayest become more useful to thy country and mankind.’

The Trivium is the philosophy and methodology that forms the bedrock of our curriculum and the three ways of the Trivium, Grammar, Dialectic and Rhetoric, inform our pedagogical approach. The Trivium embodies the pursuit of wisdom from a knowledge rich foundational curriculum; It combines hard work to foster learning.

The Trivium is ‘tailor made’ for bright, high attaining students. Its three pathways support the movement from knowledge gains, to integration of knowledge and on to the skilled use of knowledge, developing ‘*swashbuckling, philosopher kids*’ who are rich in cultural literacy.

Know more, remember more, do more.



SHSG TRIVIUM

GRAMMAR

DIALECTIC

RHETORIC

*“Preparing young people for the future
with lessons from the past”*



RHETORIC ~ communication

- Strong emphasis on structured speech events to share & debate ideas with others
- Opportunities to perform to make things & to showcase the products of learning
- Opportunities to contribute to the discourse about the values shared in the school & the wider community
- Oracy & literacy
- Connecting ideas and applying them across subjects



DIALECTIC ~ enquiry and exploration

- Opportunities to debate, question & challenge
- Opportunities for hands on authentic experience & experimentation
- Opportunities for enquiry, analysis, critical evaluation & problem solving
- Developing understanding



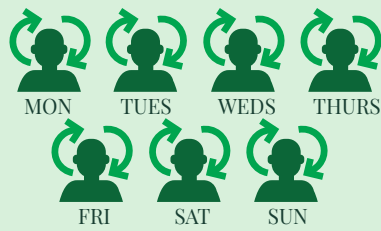
GRAMMAR ~ knowledge and skills

- Direct transmission of knowledge & explicit teacher instruction
- Retention & recall: teaching from memory, learning by heart, low stakes testing; knowledge for its own sake & practice
- Connecting ideas
- Explicit teaching to build cultural capital; explicit teaching of subject specific terminology & the skills of reading texts.

How we teach, how you learn

REVIEWING MATERIAL

1 Daily Review



10 Weekly & monthly review



Daily, weekly and monthly review is important in helping to resurface prior learning especially when new learning is going to be introduced.

QUESTIONING

3 Ask questions



6 Check for student understanding



Ask students more questions in more depth.; ask how students worked things out; check for understanding and misconceptions.

SEQUENCING CONCEPTS & MODELLING

2

Present new material using small steps



4

Provide models



8

Provide scaffolding for difficult tasks



Breakdown concepts and procedures into small steps which can be practised.
Provide models and worked examples to reduce cognitive overload.
Provide scaffolding to develop expertise which is then gradually withdrawn.

STAGES OF PRACTICE

5

Guide student practice



7

Obtain a high success rate



9

Independent practice



High success rate in questioning and practice is important.
Rosenshine suggests that the optimum is 80%.
Independent, monitored practice where teachers make time for students to practise independently, providing targeted feedback is the ideal.

ENGLISH YEAR 10

| TERM 1 | | TERM 2 | | TERM 3 | |
|--|--|--|--|---|--|
| Literature topic A <ul style="list-style-type: none"> Christmas Carol by Charles Dickens Assessment <ul style="list-style-type: none"> A Christmas Carol mini-essay (extract only) A Christmas Carol full essay | Language topic 1 <ul style="list-style-type: none"> English Language Paper 2 - reading Assessment <ul style="list-style-type: none"> English Language Paper 2 reading section (Q1-4) | Literature topic 2 <ul style="list-style-type: none"> Macbeth by William Shakespeare Assessment <ul style="list-style-type: none"> Macbeth mini-essay (extract only) PPE examination: A Christmas Carol | Language topic 2 <ul style="list-style-type: none"> English Language Paper 2 - writing Assessment <ul style="list-style-type: none"> English Language Paper 2 writing section (Q5) PPE examination: English Language Paper 2 reading section (Q1-4) | Literature topic 3 <ul style="list-style-type: none"> Macbeth (continued) Assessment <ul style="list-style-type: none"> Macbeth full essay Literature topic 4 <ul style="list-style-type: none"> Poetry anthology – Part 1 Assessment <ul style="list-style-type: none"> None | Language topic 3 <ul style="list-style-type: none"> English Language Paper 2 – consolidation Assessment <ul style="list-style-type: none"> English Language Paper 2 full paper |

ENGLISH YEAR 11

| TERM 1 | | TERM 2 | | TERM 3 | |
|--|--|---|---|---|--|
| Literature topic 1 <ul style="list-style-type: none"> An Inspector Calls Assessment <ul style="list-style-type: none"> An Inspector Calls mini-essay PPE examination: Poetry comparison and Macbeth | Language topic 1 <ul style="list-style-type: none"> English Language Paper 1 - reading Assessment <ul style="list-style-type: none"> PPE examination: Paper 1 (Q1-4) | Literature topic 2 <ul style="list-style-type: none"> Poetry anthology – Part 2 + unseen poetry Assessment <ul style="list-style-type: none"> PPE2 examination: Unseen Poetry | Language topic 2 <ul style="list-style-type: none"> English Language Paper 1 - writing Assessment <ul style="list-style-type: none"> PPE2 examination: Paper 1 (Q5) | Literature topic 3 <ul style="list-style-type: none"> Revision Assessment <ul style="list-style-type: none"> None | Language topic 3 <ul style="list-style-type: none"> English language consolidation (Paper 1 and 2) |

MATHEMATICS - YEAR 10

| TERM 1 | TERM 2 | TERM 3 |
|---|---|---|
| Units <ul style="list-style-type: none"> Summarising Data 2 Rearranging Financial Mathematics Graphing Time Series Sequences Assessment <ul style="list-style-type: none"> Applications and Mastery Topic Tests | Units <ul style="list-style-type: none"> Representing Data 2 Inequalities Probability Distributions Transformations Assessment <ul style="list-style-type: none"> GCSE Statistics Examination Topic Tests | Units <ul style="list-style-type: none"> Simultaneous Equations Ratio and Proportion Trigonometry and Pythagoras Assessment <ul style="list-style-type: none"> Topic tests PPE Examination |

MATHEMATICS - YEAR 11

| TERM 1 | TERM 2 | TERM 3 |
|---|---|---|
| Units <ul style="list-style-type: none"> • Functions and Algebraic Fractions • Congruence and Similarity • Proof • Bounds • Vectors Assessment <ul style="list-style-type: none"> • PPE Examinations • Topic Tests | Units <ul style="list-style-type: none"> • Circle Theorems • Advanced Graphing • Constructions and Loci Assessment <ul style="list-style-type: none"> • PPE Examinations • Topic Tests | Units <ul style="list-style-type: none"> • Matrices • Differentiation • Introduction to A-Level Algebra Assessment <ul style="list-style-type: none"> • Topic tests • GCSE Mathematics Examination • GCSE Further Mathematics Examination |

BIOLOGY YEAR 10

| TERM 1 | TERM 2 | TERM 3 |
|--|--|---|
| Topics <ul style="list-style-type: none"> • Recap of year 9 content • Infection and Response • Culturing Microorganisms • Photosynthesis • Respiration Assessment <ul style="list-style-type: none"> • Cumulative Assessment • Diagnostic topic tests • Self-assessed formative question packs | Topics <ul style="list-style-type: none"> • The Nervous System • Control of temperature Homeostasis Assessment <ul style="list-style-type: none"> • Cumulative assessment • Diagnostic topic tests • Self-assessed formative question packs | Topic 3 <ul style="list-style-type: none"> • Hormones in Humans • Hormones in Plants Assessment <ul style="list-style-type: none"> • PPE • Diagnostic Topic tests • Self-assessed formative question packs |

BIOLOGY YEAR 11

| TERM 1 | TERM 2 | TERM 3 |
|--|--|--|
| Topic 1 <ul style="list-style-type: none"> • Inheritance • Variation and Evolution Assessment <ul style="list-style-type: none"> • Cumulative assessment • PPE • Diagnostic Topic tests • Self-assessed formative question packs | Topic 2 <ul style="list-style-type: none"> • Ecology Assessment <ul style="list-style-type: none"> • PPE 2 • Self-assessed formative question packs | Topic 3 <ul style="list-style-type: none"> • Ecology • Year 9 recap • Year 10 recap Assessment <ul style="list-style-type: none"> • Self-assessed formative question packs |

CHEMISTRY YEAR 10

| TERM 1 | TERM 2 | TERM 3 |
|--|--|---|
| Topic 1 Assessment <ul style="list-style-type: none"> Recap of year 9 content Group 1 and 7 (Periodic table) Transition metals Structure and bonding Assessment <ul style="list-style-type: none"> Cumulative assessment to check understanding from year 9 | Topic 2 <ul style="list-style-type: none"> Allotropes of carbon Organic chemistry Assessment <ul style="list-style-type: none"> Cumulative assessment | Topic 3 <ul style="list-style-type: none"> Separating mixtures Potable water Qualitative analysis Assessment <ul style="list-style-type: none"> PPE |

CHEMISTRY YEAR 11

| TERM 1 | TERM 2 | TERM 3 |
|--|---|---|
| Topic 1 <ul style="list-style-type: none"> The mole, reacting mass calculations and titration calculations. Qualitative analysis Life cycle assessment Extracting metals and electrolysis Assessment <ul style="list-style-type: none"> Cumulative assessment PPE 1 | Topic 2 <ul style="list-style-type: none"> Redox Equilibria Haber process Assessment <ul style="list-style-type: none"> PPE 2 | Topic 3 <ul style="list-style-type: none"> Rates vs Equilibria Assessment <ul style="list-style-type: none"> Further mini assessments to prepare for GCSE examination |

PHYSICS YEAR 10

| TERM 1 | TERM 2 | TERM 3 |
|--|---|--|
| Topics <ul style="list-style-type: none"> Particle Model of Matter Atomic Structure Assessment <ul style="list-style-type: none"> Self-marked cumulative assessment | Topics <ul style="list-style-type: none"> Electricity: Circuit Properties Energy: Stores and Transfers Assessment <ul style="list-style-type: none"> PPE | Topics <ul style="list-style-type: none"> Waves: Properties and the Electromagnetic Spectrum Forces: Newton's Laws Assessment <ul style="list-style-type: none"> Teacher-marked cumulative assessment |

PHYSICS YEAR 11

TERM 1

Topics

- Forces: Applications of Forces
- Waves: Exploration and Detection

Assessment

- Teacher-marked cumulative assessment
- PPE1

TERM 2

Topics

- Fields and Magnetism: Electromagnets and The Motor Effect
- Space Physics

Assessment

- PPE2

TERM 3

Topics

- Revision for GCSE exam

Assessment

- GCSE examination

GEOGRAPHY YEAR 10 (Eduqas-B)

| TERM 1 | TERM 2 | TERM 3 |
|---|---|---|
| <p>Topic 1</p> <ul style="list-style-type: none"> • Extreme Weather, Climate & Desertification <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions. • Research skills for case study content. • End of unit assessment. <p>Topic 2</p> <ul style="list-style-type: none"> • Ecosystems: Hot semi-arid grassland & a local ecosystem example <p>Assessment</p> <ul style="list-style-type: none"> • Practise exam-style questions including resource-based questions. • Fieldwork techniques for local ecosystem investigation. • End of unit assessment. | <p>Topic 3</p> <ul style="list-style-type: none"> • Rural & Urban UK Processes & Change <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions including resource-based questions. • Fieldwork techniques for investigating rural/urban landscapes. • Presentation skills (research, create and present findings) | <p>Topic 4</p> <ul style="list-style-type: none"> • Coastal Processes and management <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions including resource-based questions. • Fieldwork techniques for investigating coastal landscapes. • PPE1 |

GEOGRAPHY YEAR 11 (Eduqas-B)

| TERM 1 | TERM 2 | TERM 3 |
|---|---|---|
| <p>Topic 1</p> <ul style="list-style-type: none"> • Water Management <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions including resource-based questions. • End of unit assessment. <p>Topic 2</p> <ul style="list-style-type: none"> • River Processes, Flooding & Management <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions including resource-based questions. • PPE1. | <p>Topic 3</p> <ul style="list-style-type: none"> • Uneven Patterns of Development <p>Assessment</p> <ul style="list-style-type: none"> • Graphical skills checks. • Practise exam-style questions including resource-based questions. • PPE2 | <p>Topic 4</p> <ul style="list-style-type: none"> • Review, recap and revise Ecosystems, Climate Change & Global Cities <p>Assessment</p> <ul style="list-style-type: none"> • Practise exam-style questions including resource-based questions. • In-class style PPE. |

HISTORY YEAR 10

TERM 1

Superpower Relations

- How and why did the Cold War develop 1941-58
- Why did tensions between the Superpowers escalate significantly 1958-70?

Assessment

- Summative assessment 1 (Superpower relations narrative account & importance of)
- See assessment policy for formative assessments

TERM 2

Superpower Relations

- Why did tensions between the Superpowers escalate significantly 1958-70?

Richard and John

- In what ways, and how successfully, did Richard and John govern England 1189-1216?
- For what reasons, and how successfully, did Richard and John campaign overseas?

Assessment

- Summative assessment (Superpower relations end of unit test)
- Summative assessment (R&J explain why)
- See assessment policy for formative assessments

TERM 3

Richard and John

- To what extent, and for what reasons, did John's reign end in failure

Weimar and Nazi Germany

- How successful was the Weimar Republic 1918-29?

Assessment

- PPE (Superpower relations and Richard & John full paper)
- See assessment policy for formative assessments

HISTORY YEAR 11

TERM 1

Weimar and Nazi Germany

- Why was Hitler able to rise to power 1919-33?
- How, and how successfully, did the Nazis gain control of Germany 1933-9?

Assessment

- Summary assessment 1 (Weimar Germany)
- PPE 1 (Superpower Relations and Richard & John)
- See assessment policy for formative assessments

TERM 2

Weimar and Nazi Germany

- What was the Nazi regime for the German people?

Crime and punishment

- Crime, punishment and law enforcement in Anglo-Saxon England
- Crime, punishment and law enforcement in the later Middle Ages
- Crime, punishment and law enforcement in the 18th and 19th century
- Crime, punishment and law enforcement in recent times

Assessment

- PPE 2 (Germany)
- Summative assessment (C&P)
- See assessment policy for formative assessments

TERM 3

Crime and punishment

- Whitechapel
- Revision

Assessment

- GCSE exams
- See assessment policy for formative assessments

RELIGIOUS STUDIES YEAR 10

| TERM 1 | TERM 2 | TERM 3 |
|--|--|---|
| <ul style="list-style-type: none"> • Introduction to Judaism • Shabbat • Covenant • Moses and the New Covenant • Mitzvot • Religion, crime and punishment <p>Assessment</p> <ul style="list-style-type: none"> • A variety of examination questions • End of unit assessments | <ul style="list-style-type: none"> • High Holy Days • Tikkun Olam, Tzedakah and Justice • Worship • Religion, human rights and social justice <p>Assessment</p> <ul style="list-style-type: none"> • A variety of examination questions • End of unit assessments | <ul style="list-style-type: none"> • Rites of Passage • Messiah • Nature of God • Different Christian beliefs about the after life • The person of Jesus • Religion, human rights and social justice <p>Assessment</p> <ul style="list-style-type: none"> • A variety of examination questions • End of unit assessments |

RELIGIOUS STUDIES YEAR 11

| TERM 1 | TERM 2 | TERM 3 |
|--|--|---|
| <ul style="list-style-type: none"> • Worship • Baptism • Eucharist • Pilgrimage • Families and gender equality <p>Assessment</p> <ul style="list-style-type: none"> • A variety of examination questions • End of unit assessments | <ul style="list-style-type: none"> • Festivals • The role of the Church • Religion and Life <p>Assessment</p> <p>A variety of examination questions</p> <p>End of unit assessments</p> | <ul style="list-style-type: none"> • Revision <p>Assessment</p> <ul style="list-style-type: none"> • Past papers |

FRENCH YEAR 10

TERM 1

Topic 1 Family and relationships

- Friends
- Family
- Marriage and alternatives
- Future plans

Grammar

- Reflexive verbs
- Adjective agreement
- Comparatives and superlatives
- Direct object pronouns
- The immediate future and the future tense
- Using dont

Theme 3

School

- School day
- Different schools including primary schools and what things used to be like in the past
- School rules
- School improvement

Grammar

- Using quand clauses with the future tense
- Two-verb structures
- The passive voice in the present tense
- Revision of the imperfect tense

Assessment

- Assessment of learning vocabulary
- Listening and Reading Assessment (peer marked)
- Writing 90 word passage (teacher assessed)
- Speaking – pair work in class monitored by teacher
- Speaking questions issued at start of each theme to prepare

TERM 2

Topic 2 Local area

- Giving information about a house
- Ideal houses
- Towns
- Describing a region

Grammar

- Negative phrases followed by de
- Partitive articles
- The conditional of regular verbs
- The conditional of irregular verbs
- Demonstrative adjectives
- Prepositions
- Recognising possessive pronouns

Assessment

- Speaking – photo card – recorded and teacher assessed
- Reading and translation into English – peer assessed
- Vocabulary learning assessed

PPE March

- Listening, speaking, reading and writing papers

TERM 3

New technology

Social media use

- Advantages and disadvantages of social media
- Frequency of use of technology
- Dangers of the internet

Grammar

- The present tense of common irregular verbs
- Using grâce à
- The present tense of regular –ir and –re verbs
- Using on Aller, faire and other common irregular verbs
- The pronouns moi, toi, lui and elle
- Present tense of more irregular verbs
- Il est possible que + subjunctive

Free time activities

- Last weekend
- Weekend routine
- Food and drink
- Sports
- Extreme sports

Grammar

- The perfect tense of regular verbs
- The perfect tense with être
- Time phrases
- Verb + infinitive
- The pronoun en
- Demonstrative pronouns (celui / celle)
- Using more complex negatives Developing sentences using quand, lorsque and si
- Using the pronouns en and y
- Emphatic pronouns

Assessment

- Assessment of learning vocabulary
- Listening and Reading Assessment (peer marked)
- Writing 90 word passage (teacher assessed)
- Speaking – pair work in class monitored by teacher

FRENCH YEAR 11

TERM 1

Topic 1 Holidays

- Holiday preferences
- Unfortunate holiday experiences
- Holidays in France
- Holidays in towns

Grammar

- Sequencing words and phrases
- Depuis + the present tense
- The pronoun y
- Revision of using the imperfect and perfect tenses together
- Après avoir / être + past participle
- Venir de + infinitive
- Using three-time frames : past, present and future
- Revision of the imperfect tense

Festivals and celebrations

- Festivals
- Global festivals
- Celebration activities
- Advantages and disadvantages

Grammar

- Reflexive verbs in the perfect tense
- Using en, au / aux / à + countries and towns
- Using the perfect infinitive
- Rules of agreement with the perfect infinitive The imperfect tense of common verbs
- Deciding between the perfect and imperfect tenses
- Using the imperfect and perfect tenses together

Assessment

- Ongoing Vocabulary assessment
- Listening assessment – peer assessed

PPE2

- Listening, Reading, Writing and Speaking in November

TERM 2

Topic 2 Future educational plans

- Future plans
- University or employment
- Jobs
- Advantages and disadvantages

Grammar

- Future time frames
- Social issues
- Types of charity work
- Need for charity work
- Healthy and unhealthy lifestyles now and in the past
- Future plans for a healthy lifestyle

Grammar

- The conditional of vouloir and aimer
- En + present participle
- Vouloir que + subjunctive
- Using ce que
- Imperfect tense of être, avoir and faire
- Expressions of quantity
- Recognising the pluperfect tense
- Il vaut / il vaudrait mieux
- Revision of negative constructions

Grammar

- Using si + present tense
- Si clauses + present tense + future tense
- Recognising and using the pluperfect tense
- Verbs of possibility
- Permettre de + infinitive The subjunctive
- Present-tense forms of the subjunctive

Assessment

- Speaking exams in May

TERM 3

Topic 3 International issues

- Environmental problems
- Inequality
- Poverty

Assessment

- Speaking external exams in late April/ early May

GERMAN YEAR 10

TERM 1

Key stage 3 revision

Grammar

- Nouns
- Articles
- Cases
- Verbs

Theme 1

Topic 1

- Relationships with family
- Friendships
- Marriage and partnerships

Theme 3

Topic 1

- School
- Different types of school
- School day
- School life

Grammar

- Present tense regular and irregular verbs.
- Reflexive verbs
- Separable verbs
- Possessive adjectives
- Future tense
- Comparative and superlative adjectives
- Forming questions
- Direct and indirect object pronouns
- Imperfect/simple past

Assessment

- Listening and reading assessment.
- Writing assessment 90 word essay.

TERM 2

Theme 2

Topic 5

- House and home
- Rooms and furniture
- Local area
- Local town
- Environmental issues

Theme 1

Topic 2

- Social Media
- Internet safety

Grammar

- Reflexive and separable verbs in perfect tense
- Word order
- Modes of address
- Adverbial phrases
- Reflexive and separable verbs in future tense
- Using adjectives as nouns
- Personal pronouns

Assessment

- Speaking photocard with additional questions.
- Reading and translation into English.

TERM 3

Theme 1

Topic 2

- Technology usage
- Mobile phones

Theme 1

Topic 3

- Music and film
- Television and Cinema
- Eating out
- Freetime activities
- Extreme sports

Theme 2

Topic 4

- Travel and tourism
- Accommodation
- Travel websites

Grammar

- Prepositions
- Dative case
- Modal verbs
- Imperative
- Dual case prepositions
- Subordinating clauses

Assessment

- PPE
- Speaking role play and photocard

GERMAN YEAR 11

TERM 1

Current Year 11

Theme 2

Topic 4

- City breaks
- Holiday destinations
- PPE revision

Theme 3

Topic 1

- School
- Different types of school
- School day
- School life

Grammar

- Pluperfect
- Imperfect tense
- Conjunctions
- Relative clauses

Assessment

- Speaking role play and photocard
- PPE 1

TERM 2

Theme 3

Topic 2

- University and work
- Career choices
- Types of jobs
- Ideal career

Theme 2

Topic 6

- Global environmental issues
- Homelessness
- Poverty
- Charity work
- Voluntary work experience
- Previous lifestyles
- Health issues

Grammar

- Prepositions seit and vor
- Infinitive constructions
- Use of Subjunctive
- Zu + infinitive
- Genitive case

Assessment

- PPE2 and full speaking test

TERM 3

- Speaking test and exam preparation.
- Past papers to practise listening, reading and writing.
- Translation practice.

Assessment

- GCSE examination

SPANISH YEAR 10

TERM 1

Topic 1

Theme 3 – Current and future study and employment

- School subjects
- School description
- Rules and uniform
- Positive and negative aspects of school

Topic 2

Theme 1 – Identity and Culture -Free time activities and family relationships

- Relationships with family and friends
- Marriage and partnerships

Grammar

- Revising the regular present tense
- Some common irregular verbs in the present tense
- Using two verbs together
- Radical changing verbs
- Forming regular adverbs
- Using pronouns after para and con
- Revising the immediate future
- Extending range of two verbs together
- Using the future tense
- Hacer, haber, salir and tener in the future
- Recognising irregular verbs in the future
- Reflexive verbs – Llevarse (to get along with)
- Using adverbs of frequency
- Uses of "Que"
- Object Pronouns
- Direct and indirect object pronouns

Assessment

- Peer marked listening reading paper
- 90 word essay, marked by teacher

TERM 2

Topic 3

Theme 2 -Local,national, international and global areas of interest – Home and local area & Social issues

- My home
- My local area
- Town vs Country

Topic 4

Theme 1 – Identity and Culture – Technology in everyday life and customs and festivals

- Social Media
- Mobile Technology

Grammar

- The perfect tense of regular verbs
- Using verbs with prepositions
- Formulating questions
- Further uses of Por and Para
- Ser and Ir in the preterite tense
- Hacer and Tener in the preterite tense
- Irregular verbs in the imperfect
- Using the preterite and imperfect together

Assessment

- GCSE exam style speaking task: photocard. Recorded with This is Languages and marked by teacher.
- Reading and translation into English (peer marked)

TERM 3

Topic 5

Theme 1 – Identity and Culture -Free time activities and family relationships

- Cinema
- Music
- Television
- Food and eating out
- Sports

Topic 6

Theme 2 – Local, national, international, and global areas of interest – Home and local area & Social issues

- Holiday and travel
- Regions of Spain

Grammar

- Use quantifiers
- Understanding questions presented in the present, past and future
- Using synonyms to express the same idea.
- Use demonstrative pronouns in description of town and local area
- Review present and preterite tense of IR and HACER
- Reviewing social interactions and transactional language
- Reviewing verbs followed by the infinitive.
- Recognising different tenses
- Formulating and using the Gerund
- Using Hay que, Tener que, and Deber (+ infinitive)
- Learning about the present subjunctive
- Expressing agreement and disagreement.

Assessment

- PPE 1
- Speaking assessment: Role play and photocards

SPANISH YEAR 11

TERM 1

Topic 7

Theme 2 -Local, national, international, and global areas of interest – Home and local area & Social issues

- Holiday and travel
- Regions of Spain

(Continued from Year 10)

Local customs in the UK

- Spanish customs
- Latin American Festivals
- Festivals in Spain

Topic 8

Theme 2 – National, international and global areas of interest - Global issues

- Environment
- Poverty and homelessness
- Charity and voluntary work
- Healthy and unhealthy living

Grammar

- If + near future tense
- Modal verbs (hay que / debes) when giving recommendations)
- Using the preterite to describe past events
- Reviewing formulating and identifying negative expressions
- Set phrases using “if” statements and the imperfect subjunctive.
- The pluperfect tense in narration of events
- Review of three tenses
- Estar+ participle
- Se + passive forms of verbs

Assessment

- Speaking assessment- role play and photocard. Marked by teacher.
- PPE 1

TERM 2

Topic 2

Theme 3 – Current and future study and employment

- Post 18 choices (work or university?)
- Higher Education
- Jobs
- Preparation for GCSE speaking exam

Grammar

- Use lo que – To give opinions on school
- Understanding orders/ directions
- Express for how long for
- Reusing hay que + tener que
- Expressing what your school should have / do
- Identifying the present subjunctive after expressions of time
- Using a variety of time frames
- Identifying the present subjunctive in hypothetical situations
- Identifying the past continuous tense

Assessment

- PPE 2

TERM 3

Topic 3

- GCSE Revision

Assessment

- GCSE Speaking Exam
- GCSE Reading, Listening and Writing papers

KEY DATES

Yr10 PPE1 20/03/23 – 31/03/23, reported 19/05/23

School report – 19/05/23

Parents' evening – On-line, 08/12/22



• *Safe*

• *Happy*

• *Successful*