

	<b>Start of School–Oct Break</b> Approx. Week 32-41	<b>After Oct Break-Xmas</b> Approx. Week 43- 51	<b>After Xmas-Winter Break</b> Approx. Week 1 - 6	<b>After Winter Break-Easter</b> Approx. Week 8 - 14	<b>After Easter – Summer!</b> Approx. Week 16 - 25	
<b>Year 9</b>	<b>ENGLISH</b>	<b>Skills and Short stories:-</b> Target setting: Skills eg Sentence structure, Punctuation. Vocabulary choices, paragraphing and general effective writing. PFA (Purpose, Audience and Format of texts)- Creative Writing in all text types ie Fiction and Non-Fiction Short stories: A selection focusing on Plot components: Exposition/Rising Action/Climax/Falling action/Resolution. Stories include “A Vendetta,” by Guy De Maupassant, “A Case for the Defence” by Graham Greene, “All Summer in a Day” by Ray Bradbury etc	<b>Drama: Short Extracts</b> “Pygmalion” by Shaw, focusing on dialect and accent. “The Rivals” by Sheridan focusing on malapropism and “Our Day Out” by Willy Russell focusing on dialect and marginalised communities. A selection of other short extracts from a range of famous plays	<b>Drama: complete play: Shakespeare’s “Macbeth”</b> Introduction to tragedy. Reading and presenting the play in groups. Essay questions focusing on structure and PEE-ing.	<b>The Novel:- Either “To Kill a Mockingbird” or “Of Mice and Men” or “Animal Farm” etc</b> Learning the structure of a plot and how to analyse the text’s plot, themes and characters. Class reading, discussion and essay writing. Working on passage-based and essay-based questions.	
	<b>MATHS</b>	<b>NON-CALCULATOR</b>  <b>Number</b> Indices Surds Standard form Proportion  <b>Mensuration</b> Circles, arcs, sectors  <b>Geometry</b> Circle theorems	<b>Algebra and Graphs</b> Factorising, fractions, sequences, graphs  <b>Trigonometry</b> Right angled, non-right, bearings, 3D and exact values	<b>Coordinate Geometry</b> Length, mid point, parallel and perpendicular  <b>Number</b> Money Exponential Growth and Decay Sets	<b>Probability</b> Combined and conditional  <b>Statistics</b> Charts and diagrams, scatter diagrams, cumulative frequency and histograms	<b>Transformations and Vectors</b> Vetors in 2D and magnitude  <b>Mensuration</b> Surface area, volume, compound shapes  <b>Trigonometry</b> Sine and cosine graphs, finding 2 <sup>nd</sup> angle
	<b>SCIENCE</b>	<b>Biology: Inheritance</b> - Classification - Graphing variation - Darwin’s Theory - Selective breeding - Genetic crosses - DNA discovery and uses - Cloning - Genetic Engineering - <b>Chemistry: Reactivity of Metals and metal compounds</b> - Reaction with oxygen, water and acids - Reactivity series - Displacement reactions - Extraction from ores - Redox reactions - Balancing equations - Impact of metal extraction on the environment and people in an area	<b>Physics: Light and sound waves</b> - Refraction - Reflection - Lens - Eyes - Dispersion - Filters - Sound waves - Hearing  <b>Physics: Space</b> - Orbits and moon - Earth’s rotation and revolution - Stars - Distances in space	<b>Biology: Drugs and their impacts</b> - Different forms of drugs - Reflexes - Smoking - Vaping - Alcohol - Class A drugs - Cannabis - Addiction - Nitrous oxide - Drug trials - Drugs in Sports - Animal testing  <b>Physics: Forces</b> - DST graphs - Velocity –time graphs - Relative motion - Forces - Acceleration - Friction - Importance of seatbelts	<b>Chemistry: Environmental chemistry</b> - Carbon cycle - Global warming - Air pollution - Soil pH - Ocean acidity - Carbon footprints - Sustainability - Recycling - Ozone	<b>Biology: immunity</b> - Different forms of microbes - Innate defense against microbes - Aquired defenses - Vaccines - Polio - Ebola - Antibiotics

<b>SOCIAL STUDIES</b>	<p><b>Geography</b> Earning a living, how and why the employment structure has changed in various countries, examples - the clothing industry and mobile phones</p> <p><b>History</b> From Farms to Factories: The Industrial Revolution Improvements in Transportation Famous Inventors from 1745-1901</p>	<p><b>Geography</b> International development, rich world/poor world, measuring and mapping development.</p> <p><b>History</b> The Slave Trade – Britain’s role in the Atlantic slave trade. Reading about the lives of African slaves. Abolition of the Atlantic slave trade.</p>	<p><b>Geography</b> Our Restless Planet, plate tectonics, earthquakes, tsunamis and volcanoes, living in a danger zone.</p> <p><b>History</b> Britain vs. France – Battles of Trafalgar and Waterloo Britain in India</p>	<p><b>Geography</b> The Middle East, physical geography, climate zones and biomes, the people, Israel/Palestine</p> <p><b>History</b> The World History Project (1750AD – 1900AD) - introduction and preparation.</p>	<p><b>Geography</b> Geography skills in practice, fieldwork: devising and testing geographical hypotheses.</p> <p><b>History</b> The World History Project (1750AD – 1900AD) - presentation</p>
	<b>FR</b>	<p><b>Free Time &amp; Media</b> Exploring TV/Film/Reading Habits. Appreciation of other cultures - listening to French music. How does media influence our own culture?</p>	<p><b>Parties</b> Planning a party: writing invitation cards; buying a gift; small talk at the party. Appreciation for holidays of other cultures.</p>	<p><b>Making plans</b> The students speak about their plans for the future. They learn how to express the future. They learn to speak about their dreams using the conditionnal.</p>	<p><b>Fiction Unit: Travel Writing</b> * Chapters of Le voyage autour du monde by Jules Verne * Descriptive writing, print travel advertisement and travel guide. *Individual presentations on an aspect of a country mentioned in the novel.</p>

	Students present their favourite French song/ French movie/ French book.	Reading short poems about celebrations.			
<b>GER</b>	<p><b>Revision</b> Revisiting topics from year 8. Revision present and perfect tense for regular and irregular verbs. Topics: summerholiday and travelling. me, my family and friends, my daily routine, hobbies, my school</p> <p><b>The media</b> New media, social media, internet, phone habits, advantages and disadvantages of technology Reading habits My favorite book Read a German book</p>	<p><b>The media</b> TV viewing habits Movies Watching a German movie Writing a simple character description. Writing a scene of the movie.</p> <p>TV programmes, film genres, opinions, quantifiers, comparative, superlative, adjectives</p> <p>Festivals and celebrations Talk about holidays – Christmas in your country, Christmas in Germany</p>	<p><b>Going on a trip</b> Plan a trip, ask for information, say what you can see and do in a town, ask for directions, buy tickets etc.</p> <p>Preparing for the language trip to Germany (March/April). Sketching out your daily schedule Getting information about the selected city Individual presentation on an aspect of the trip.</p> <p><b>School</b> How to talk about your school life Comparing German school to my school</p>	<p><b>A Recent School Trip</b> Describe your past school trip, where you went, how you travelled and why, where you stayed and what you did.</p> <p><b>Health and fitness</b> Name parts of the body, Talk about illness and injury Say what sports you do Talk about healthy eating habits and lifestyle</p> <p>Wintersports Reading “Unglück im Schnee”</p>	<p><b>Die Umwelt</b> Talk about environmental problems Talk about how to be environmentally friendly. How Copenhagen is environmentally friendly.</p> <p>Revise the tenses past, present, future for the most common verbs.</p> <p>Revision</p>
<b>Spanish</b>	<p><b>El Turismo.</b> (Listos 2, Chapter 4)</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>- speak about things that happen in the recently past</li> <li>- learn the use of Estar + gerundio</li> </ul>	<p><b>Diviertete!</b> (Listos 2, chapter 5)</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>- to formulate biographic data</li> <li>- the Indefinite</li> <li>- exploring TV/Film/Reading Habits</li> <li>- appreciation of other cultures</li> <li>- how does media influence culture</li> </ul>	<p><b>A Recent School Trip</b> (Listos 2, chapter 5)</p> <p>Students will learn how to:</p> <p>Describe your past school trip, where you went, how you travelled and why, where you stayed and what you did</p>	<p><b>La salud</b> (Listos 2, Chapter 6)</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>- to create a brochure about healthy living</li> <li>- learn passive constructions with se</li> <li>- the use of imperatives</li> <li>- algunos cuantificadores: más / menos de...</li> <li>- a recomendar o a aconsejar</li> <li>- lo que más / menos</li> <li>- algunos conectores: por eso, sin embargo...</li> <li>- marcadores temporales: cuando, siempre...</li> </ul>	<p><b>El pasado IGCSE</b></p> <p>Students will learn how to:</p> <p>Preterit imperfect</p> <ul style="list-style-type: none"> <li>- compare the present with the past</li> <li>- talk about changes in people</li> <li>- learn to compare</li> <li>- relate actions with when</li> <li>- to speak about periods of time</li> </ul>
<b>DANISH Core</b>	<p><b>My holiday:</b> - I can talk about the holidays.</p> <p><b>Family and Presentation:</b> - I can have a conversation about myself and my family. I can write about myself and my family.</p> <p><b>My day:</b> - I can talk about my day and my school. - I know the time in Danish. - I can explain about my school day – I know the weekdays, months and what there is in a classroom and my schoolbag – I can say my stuff is (on, in front, behind, under etc.) I can describe my week; I can ask and answer questions about the time</p>	<p><b>Halloween</b> - I can write a good story with a wide vocabulary, correct syntax and spelling</p> <p><b>Danish Christmas tradition:</b> - I have a knowledge about different Danish Christmas traditions (Presentation)</p> <p><b>Hobby and sports</b> - I can talk about sports – I can explain which sports activities I like and don't like.</p>	<p><b>Clothes and colors:</b> - I can name the different colors, I can name the different type of clothing and I can talk about my outfit and what I like and don't like. I can go and shop and have a dialog in Danish about size, colors etc..</p> <p><b>The body:</b> - I can name the different body parts, I can say short sentences about my body, I can express myself, if I'm hurting and explain where I am hurting. I can talk about how I am feeling and what I can do with my body.</p> <p><b>How are you</b> – I can have a conversation about how I am feeling.</p>	<p><b>Animals and pets</b> - I can talk about the Danish animals - I can talk about my pets or other pets - I can explain about an animal, where it lives, eats etc.. I can write small informative texts about animals.</p>	<p><b>Transport</b> - I know the words for the different transportation form - I can explain how I get to and from school. I can talk about transportation, what I like and don't like.</p> <p><b>The city</b> - I can talk about places in Denmark - I can talk about museums, zoo etc. I can explain what I have seen and what I did in the city. I can ask directions and answer Questions about directions.</p> <p><b>shops and café:</b> - I know the Danish money - I can ask and I understand the questions you use in shops and cafes - I can ask for direction - I can order food and drinks. I can do small talk in Danish about going out.</p>

<b>DANISH Intermediate</b>	<p><b>Intermediate:</b></p> <p><b>Activity Folder</b></p> <p><b>Repetition of:</b> Basic relevant vocabulary, Substantives, Adjectives and Verbs in the Present and The Past in production of written and spoken sentences</p> <p><b>Repetition</b> of basic Grammar rules and Syntax from last year</p> <p><b>Reading Comprehension</b> – Basic level- Simple Texts in themes of the Season: Sommerferieplaner, I skole, 1. skoledag, I skolen - related, systematic Tasks to be solved from ‘Lær Selv Dansk’</p> <p>Dictations and Tests</p>	<p><b>Intermediate:</b></p> <p><b>Oral PP- præsentation :</b> A City in the World’ -group or individual Danish text and Grammar + relevant and creative visual layout and graphic layout - Focus on correct Danish pronunciation</p> <p><b>Reading Comprehension</b> – Basic level- Simple Texts from daily life: Flytning, Familien Hansen, Naboer, Sygdom – Hvordan har du det? ‘Lær Selv Dansk’ + ‘Dansk her og Nu’ relevant, systematic, progressive grammar tasks.</p> <p>Dictations</p>	<p><b>Intermediate:</b></p> <p><b>Text production about my Xmas Holiday</b> The class mates ask relevant questions</p> <p><b>Grammar work</b> - How to bend the 3 basic word groups – writing correct Danish sentences and questions – Danish sayings and specific Syntax. Create your own sentences with a specific content</p> <p>Grammar Test and Dictation</p>	<p><b>Intermediate:</b></p> <p><b>PP presentation:</b> ‘My future Dream job’ - Focus on correct content writing, visuals and relevant, effective graphic layout - oral correct Danish pronunciation – Constructive feed back from class mates.</p> <p><b>Listening Exercises</b> -  Focus on specific word groups and content in a text read up.</p> <p><b>Grammar preparing for the End Of Year Test</b></p>	<p><b>Intermediate:</b></p> <p><b>Easter Holiday:</b> Ask questions to your pal’s Easter vacation – using a dialogue</p> <p><b>Listening Exercises</b> - Focus on specific word groups and content in a text read up.</p> <p><b>Grammar work</b></p> <p><b>End Of Year Test</b></p>
<b>DANISH ADVANCED</b>	<p><b>Advanced group –</b></p> <p>Diktater en gang om ugen. PD3-opgaver og FP9-opgaver Artikler fra dagspressen til diskussion. Ordforrådsopgaver og grammatikopgaver. Vild med dansk som grundbog. Gys og gru – skriv en gysernovelle. Noveller – læs og svar på spørgsmål. Kortfilm.</p>	<p><b>Advanced group</b></p> <p>Diktat en gang om ugen. Vild med dansk som grundbog. Brevet som genre. Boganmeldelser hver tredje uge. Skriv om et kunstbillede (indlevelse og beskrivelse) Dokumentarudsendelser fra DRTV. Danske julesange, gamle og nye.</p>	<p><b>Advanced group</b></p> <p>Diktat en gang om ugen. Boganmeldelser hver tredje uge Projekt: musik, en sang udvælges og forklares, oversættes. Match-opgaver billede og ord. Grammatikopgaver. Rejsebeskrivelse. Helt styr på alle teksttyper. Multiple choice-opgaver Vild med dansk.</p>	<p><b>Advanced group –</b></p> <p>Diktat en gang om ugen. Ordgruppetræning. Forstavelser, ordforrådsøvelser. Gruppearbejde om noveller, hvor de skal analysere og fortolke. Desuden eksamenstræning. Videre i Vild med dansk. Nyheder.</p>	<p><b>Advanced group –</b></p> <p>Diktat en gang om ugen.</p> <p>Forberede end-of-the-year-test.</p> <p>Oplæg igen efter gruppearbejde. Kunne analysere og fortolke en novelle. Skrive en novelle selv.</p> <p>Skrive spontant og korrekt.</p> <p>Skrive en klumme.</p> <p>Viden om Danmark og dansk kultur.</p>

	<b>A R T</b>	<p><b>Group 1</b> <b>Drawing 4</b> <b>Applied One Point Perspective</b> Fous: Creating space on two dimensions Material: pencil</p> <p><b>Sculpting 4</b> <b>Trophies</b> <i>Artist study: free choice</i> Focus: Application of appropriate building techniques and development of ideas. Material: clay</p>	<p><b>Group 1</b> <b>Painting 4</b> <b>Reflection</b> <i>Art history</i> Focus: Composition Material: Watercolor</p> <p><b>Drawing 5</b> <b>Advanced Figure Drawing</b> <i>Artist study: free choice</i> Focus: combining figure drawing and space, creating composition Material: free choice</p>	<p><b>Group 2</b> <b>Drawing 4</b> <b>Applied One Point Perspective</b> Fous: Creating space on two dimensions Material: pencil</p> <p><b>Sculpting 4</b> <b>Trophies</b> <i>Artist study: free choice</i> Focus: Application of appropriate building techniques and development of ideas. Material: clay</p>	<p><b>Group 2</b> <b>Painting 4</b> <b>Reflection</b> <i>Art history</i> Focus: Composition Material: Watercolor</p>	<p><b>Drawing 5</b> <b>Advanced Figure Drawing</b> <i>Artist study: free choice</i> Focus: combining figure drawing and space, creating composition Material: free choice</p>
	<b>D&amp;T</b>	<p><b>Silk-Screen and Textile Design 1:</b> Introduction to Textile design and the design process. Making the frames and developing suitable designs.</p>	<p><b>Silk-Screen and Textile Design 2:</b> Printing methods and workshop. Intro to Wood Work: Focus on building a stole from simple materials.</p>	<p><b>Silk-Screen and Textile Design 1:</b> Introduction to Textile design and the design process. Making the frames and developing suitable designs.</p>	<p><b>Silk-Screen and Textile Design 2:</b> Printing methods and workshop. Intro to Wood Work: Focus on building a stole from simple materials.</p>	<p>All students in both cycles:  Completion of Wood project and Introduction to Wood Puzzle Making and the electric jig-saw.</p>