

	Start of School–Oct Break Approx. Week 32-41	After Oct Break- Xmas Approx. Week 43- 51	After Xmas-Winter Break Approx. Week 1 - 6	After Winter Break- Easter Approx. Week 8 - 14	After Easter – Summer! Approx. Week 16 - 25
Y e	<b>Skills and Short stories:-</b> Target setting: Skills eg Sentence structure, Punctuation. Vocabulary choices, paragraphing and general effective writing. <b>PFA (Purpose, Audience and Format of texts)-</b> 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 Maupassent, “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:-</b> Either “To Kill a Mockingbird” or “Of Mice and Men” or “Animal Farm” etc 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>Continuation of the novel or Poerty: Sonnets. (if there’s time after the novel)</b> Introduction to poetry: form and content. Reading and analysing poems. General revision of topics covered throughout the year. Short assessment exercises on skills necessary to prepare for IGCSEs and ending the year with a little introduction to IGCSEs programme of study
Maths	<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> <ul style="list-style-type: none"> <li>- Classification</li> <li>- Graphing variation</li> <li>- Darwin's Theory</li> <li>- Selective breeding</li> <li>- Genetic crosses</li> <li>- DNA discovery and uses</li> <li>- Cloning</li> <li>- Genetic Engineering</li> <li>-</li> </ul> <b>Chemistry: Reactivity of Metals and metal compounds</b> <ul style="list-style-type: none"> <li>- Reaction with oxygen, water and acids</li> <li>- Reactivity series</li> <li>- Displacement reactions</li> <li>- Extraction from ores</li> <li>- Redox reactions</li> <li>- Balancing equations</li> <li>- Impact of metal extraction on the environment and people in an area</li> </ul>	<b>Physics: Light and sound waves</b> <ul style="list-style-type: none"> <li>- Refraction</li> <li>- Reflection</li> <li>- Lens</li> <li>- Eyes</li> <li>- Dispersion</li> <li>- Filters</li> <li>- Sound waves</li> <li>- Hearing</li> </ul> <b>Physics: Space</b> <ul style="list-style-type: none"> <li>- Orbit and moon</li> <li>- Earth's rotation and revolution</li> <li>- Stars</li> <li>- Distances in space</li> </ul>	<b>Biology: Drugs and their impacts</b> <ul style="list-style-type: none"> <li>- Different forms of drugs</li> <li>- Reflexes</li> <li>- Smoking</li> <li>- Vaping</li> <li>- Alcohol</li> <li>- Class A drugs</li> <li>- Cannabis</li> <li>- Addiction</li> <li>- Nitrous oxide</li> <li>- Drug trials</li> <li>- Drugs in Sports</li> <li>- Animal testing</li> </ul> <b>Physics: Forces</b> <ul style="list-style-type: none"> <li>- DST graphs</li> <li>- Velocity –time graphs</li> <li>- Relative motion</li> <li>- Forces</li> <li>- Acceleration</li> <li>- Friction</li> <li>- Importance of seatbelts</li> </ul>	<b>Chemistry: Environmental chemistry</b> <ul style="list-style-type: none"> <li>- Carbon cycle</li> <li>- Global warming</li> <li>- Air pollution</li> <li>- Soil pH</li> <li>- Ocean acidity</li> <li>- Carbon footprints</li> <li>- Sustainability</li> <li>- Recycling</li> <li>- Ozone</li> </ul>	<b>Biology: immunity</b> <ul style="list-style-type: none"> <li>- Different forms of microbes</li> <li>- Innate defense against microbes</li> <li>- Acquired defenses</li> <li>- Vaccines</li> <li>- Polio</li> <li>- Ebola</li> <li>- Antibiotics</li> </ul>
<b>Humanities</b>	<b>Geography</b> Earning a living, how and why the employment structure has changed in various countries, examples - the clothing industry and mobile phones.  <b>A local Danish political project:</b> students identify a municipal or national Danish political issue, map stakeholders, propose actions, present to class.  <b>History</b> From Farms to Factories: The Industrial Revolution Improvements in Transportation Famous	<b>Geography</b> International development, rich world/poor world, measuring and mapping development.  <b>Personal and household economics unit:</b> covering own finances, Danish tax/welfare system, societal economy in Denmark  <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.	<b>Geography</b> Our Restless Planet, plate tectonics, earthquakes, tsunamis and volcanoes, living in a danger zone.  <b>History</b> Britain vs. France – Battles of Trafalgar and Waterloo Britain in India	<b>Geography: A Danish social-cultural case study:</b> e.g., integration, youth culture, welfare debates, media influence in Danish context.  <b>History</b> Assessment or project that explicitly asks students to <i>take action / make recommendations / reflect on their own role in society</i>	<b>Geography</b> Geography skills in practice, fieldwork: devising and testing geographical hypotheses.  <b>Method-skills module</b> across the subject: include social science methods beyond geography—such as designing a short survey on student attitudes, analysing data/statistics relevant to social issues, interpreting political decision-making flows, etc.  <b>History</b> The World History Project (1750AD – 1900AD) - introduction and preparation.

	Inventors from 1745-1901				(1750AD – 1900AD)
French	<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>Planning a Trip</b> Producing a travel information packet (flyer, brochure, etc.) with useful information about a region, country, city, or town. Focusing on particular grammar points based on the language proficiency of the students. Presentation of travel information to the class in a 3-5 minute group presentation .</p>	<p><b>Fiction Unit: Travel Writing</b> * Chapters of <i>Le voyage autour du monde</i> by Jules Verne * Descriptive writing, print travel advertisement and travel guide. * Individual presentations on an aspect of a country mentioned in the novel.</p>

	<p>Students present their favourite French song/ French movie/ French book.</p>	<p>Reading short poems about celebrations.</p>			
<p><b>German</b></p>	<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. Scaffolding: Using prior knowledge to them, like their family tree, family trips, and their home.</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.  TV programmes, film genres, opinions, quantifiers, comparative, superlative, adjectives Working with authentic texts to understand and use expressions and basic vocabulary.  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.  Crosscurricular: Geography. Travelling to and from Germany, covering cultural differences and understanding. Students travel to Germany in Year 9, interacting with Germans, their language and the culture.  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. situations, like ordering or buying something; acting out theater plays, working with mimic and gestic. Relating and comparing German to their own language.</p> <p><b>School</b> How to talk about your schoollife 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. Mapping areas of interest, as well as talking about cultural experiences in each area.</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  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.  Revise the tenses past, present, future for the most common verbs.</p> <p>Revision</p>

<b>Spanish</b>	<b>El Turismo.</b> (Listos 2, Chapter 4) Students will learn how to: <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>	<b>Diviertete!</b> (Listos 2, chapter 5)  Students will learn how to: <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>	<b>A Recent School Trip</b> (Listos 2, chapter 5)  Students will learn how to: Describe your past school trip, where you went, how you travelled and why, where you stayed and what you did	<b>La salud</b> (Listos 2, Chapter 6)  Students will learn how to: <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>	<b>El pasado IGCSE</b>  Students will learn how to: Preterit imperfect - compare the present with the past - talk about changes in people - learn to compare - relate actions with when - to speak about periods of time
	<b>Summer Holiday:</b> I can explain and talk about what I did in my summer holiday  <b>Presentation of myself and my family:</b> I can write a text about myself and present it via PowerPoint, including my age, family, where I am from, etc.  <b>My weekend:</b> I can describe and talk about what I have been doing in my weekend  <b>Written assignment:</b> I can write about a city in Denmark  <u><b>Lær selv dansk 4</b></u> : "Fodboldkamp" p. 1-10 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks  <b>Greetings and conversational starters:</b> I can develop my speaking skills by practicing	<b>My weekend:</b> I can describe and talk about what I have been doing in my weekend  <b>Weather and seasons:</b> I can talk about and describe the weather  <b>Halloween:</b> I can understand and use Danish halloween vocabulary  <u><b>Lær selv dansk 4</b></u> : "Peter får nyt arbejde" p. 11-20 "Zoologisk have" p. 21-30 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks  <b>Presentation:</b> I can write short text about an animal and make a presentation using adjectives to describe  <b>Christmas:</b> "juledansk 4" I can read short texts about christmas traditions and write	<b>Welcome back:</b> I can write and talk about my christmas holiday in past tense  <b>Recap:</b> Previous topics in padlet: short presentations of what have been learned  <b>My weekend:</b> I can describe and talk about what I have been doing in my weekend  <u><b>Lær selv dansk 4</b></u> : "Lene skal føde" p. 31-39 "Barnedåb" p. 40-48 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks  <b>Presentation:</b> I can write short text about an animal and make a presentation using adjectives to describe  <b>Christmas:</b> "juledansk 4" I can read short texts about christmas traditions and write	<b>Welcome back:</b> I can write and talk about my winter break in past tense  <b>"Lær selv dansk 4"</b> book: "På tur i Danmark" 49-57 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks  <b>Påske - Easter</b> I know about the Danish easter traditions and vocabulary  <b>My weekend:</b> I can describe and talk about what I have been doing in my weekend  <b>Presentation:</b> about a self-chosen topic: I can talk about an interesting person and share knowledge in Danish  <b>School:</b> I can understand and use vocabulary around things and objects in school  <b>Grammar:</b> HV-questions Verbs present /past tense Nouns conjugations Syllables	<b>Welcome back:</b> I can write and talk about my easter break in past tense  <b>"Lær selv dansk 4"</b> book: "Farfar kommer på sygehuset" p. 58-64 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks  <b>My weekend:</b> I can describe and talk about what I have been doing in my weekend  <b>Written assignment:</b> "in my summer holiday" - i can write half a page and describe my holiday using correct tenses, pronouns, prepositions, and noun conjugations  <b>Grammar:</b> "ikke" Vowels Verbs present and past Prepositions

	<p>having small talk in Danish through role-play. I can write a dialogue where two people talk to each other about their holiday/weekend, etc.</p> <p><u>Grammar:</u> Verbs in present and past Nouns singular / plural Numbers</p>	<p>about my own traditions and work with vocabulary in different forms and use danish christmas vocabulary. I can describe what I see</p> <p><u>Grammar:</u> Nouns: singular, plural, specific, non-specific Adjectives and antonyms Possesive pronouns “ikke”</p>		<p>HV-questions Statements to questions Verbs present and past Prepositions</p>	<p>End of year test</p>
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Danish Intermediate	<p><u>Intermediate:</u></p> <p>Activity Folder</p> <p>Repetition of: Basic relevant vocabulary, Substantives, Adjectives and Verbs in the Present and The Past in production of written and spoken sentences</p> <p>Repetition of basic Grammar rules and Syntax from last year</p> <p>Reading Comprehension – 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><u>Intermediate:</u></p> <p>Oral PP- præsentation : 'A City in the World' -group or individual Danish text and Grammar + relevant and creative visual layout and grafic layout - Focus on correct Danish pronunciation</p> <p>Reading Comprehension – 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><u>Intermediate:</u></p> <p>Text production about my Xmas Holiday The class mates ask relevant questions</p> <p>Grammar work - 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><u>Intermediate:</u></p> <p>PP presentation: '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>Listening Exercises - Focus on specific word groups and content in a text read up.</p> <p>Grammar preparing for the End Of Year Test</p>	<p><u>Intermediate:</u></p> <p>Easter Holiday: Ask questions to your pal's Easter vacation – using a dialogue</p> <p>Listening Exercises - Focus on specific word groups and content in a text read up.</p> <p>Grammar work</p> <p>End Of Year Test</p>

Danish Advanced	<p>Advanced group –</p> <ul style="list-style-type: none"> <li>-In-depth grammar review 1: Nouns, verbs, inversion, adjectives, prepositions</li> <li>-Test 1</li> <li>-Short story 1: "Alarm": Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text</li> <li>-Test 2</li> </ul> <p>Polyrhthm.</p> <p>1.1. Understanding polyrhthm texture. Learning and performing 4-parts polyrhthm whole class composition. Using rhythm notation to record the ideas. Performing various rhythms in a cyclical manner. Putting together separate rhythms to create a polyrhythmic texture.</p> <p>1.2. Composing a group polyrhythmic piece similar to the whole class composition. Using the rhythm grid or traditional music notation/</p>	<p>Advanced group</p> <ul style="list-style-type: none"> <li>-Varied grammar and comprehension work</li> <li>-Short story 2: "Bjerget": Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text</li> <li>-Independent creative writing project: "Min egen krimi"</li> </ul> <p>Music for special occasions.</p> <p>2.1. Learning how music can enhance an event, and about the challenge of composing music for a particular event, occasion or audience.</p> <p>2.2. Exploring the musical language, features used by composers to create appropriate effects. Moods and atmospheres.</p> <p>2.3. Timbre and Harmony- musical elements important in the creation of the mood in music.</p> <p>2.4. Composing a original music piece in a group for a</p>	<p>Advanced group</p> <ul style="list-style-type: none"> <li>-Focus – spoken Danish: Various speaking exercises, at times done in a workshop setting, partially based on materials from "På vej mod dansk", as well as other resources</li> <li>-Varied grammar and comprehension work</li> </ul> <p>Making arrangements.</p> <p>3.1. Variations as a form of musical arrangement.</p> <p>Learning how a theme can be arranged in different ways using variation form.</p> <p>3.2. Listening to variations.</p> <p>Analyzing how each variation have their own individual style and character.</p> <p>3.4. Features and elements: the number of beats, major/minor, dynamics, tempo, chords/harmony, type of accompaniment, ostinato, rhythm, counter melody, etc.</p> <p>3.5. Creating an original variation based on a nursery rhyme.</p> <p>3.6. Performing a variations composition.</p>	<p>Advanced group –</p> <ul style="list-style-type: none"> <li>-In-depth grammar review 2: Pronouns, adverbs, conjunctions, misc.</li> <li>-Test 3</li> <li>-Short story 3: Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text</li> <li>-Test 4</li> </ul>	<p>Advanced group –</p> <ul style="list-style-type: none"> <li>-Varied grammar and comprehension work</li> <li>-Short story 4: Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text</li> </ul>

	<p>time values.</p> <p>1.3. Performing as a group with its own polyrhythmic piece in front of the class. Evaluating the whole process, what went really well, what was the biggest challenge, and what could be improved.</p> <p>1.4. Perform the polyrhythmic piece using body percussion.</p>	<p>special event or specific audience.</p> <p>2.5. Performing the group composition in front of the whole class.</p> <p>2.6. Learning how music is creating the spirit of Christmas. Listening to selection of traditional and modern Christmas Carols.</p> <p>2.7. Performing Christmas Carols during the Christmas Church service.</p>			
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	<b>ART</b>	<b>Group 1</b> <b>Drawing 4</b> <b>Applied One Point Perspective</b> Fous: Creating space on two dimensions Material: pencil  <b>Sculpting 3</b> <i>Artist study: free choice</i> Focus: Application of appropriate building techniques and development of ideas. Material: clay	<b>Group 1</b> <b>Painting 4</b> <b>Reflection</b> <i>Art history</i> Focus: Composition Material: Watercolor	<b>Group 2</b> <b>Drawing 4</b> <b>Applied One Point Perspective</b> Fous: Creating space on two dimensions Material: pencil	<b>Group 2</b> <b>Sculpting 3</b> <i>Artist study: free choice</i> Focus: Application of appropriate building techniques and development of ideas. Material: clay	<b>Group 2</b> <b>Painting 4</b> <b>Reflection</b> <i>Art history</i> Focus: Composition Material: Watercolor
		<b>Mindsets and Goals:</b> Who I am? (Identity, interests and strengths, my path forward)	<b>Developing a positive sense of self:</b> How to build confidence step by step	<b>Thoughts, emotions and decisions:</b> Stress and anxiety and how to manage stress and getting help HeadSpace: Making mistakes (it is ok making mistakes)	<b>Managing relationship and social conflict.</b> Values and relationships Recognizing others' perspectives Finding best solution	<b>Digital footprint and identity:</b> Social media and digital footprint and responsibilities Theme Week: Relationships and Sex Education: Healthy relationships function and how to stay safe when engaging in sex Bodies and Confidence : Students will learn about their bodies as well as tackle things that could bring down confidence
	<b>Art &amp; Design</b>	Group 1 Nature Studies Observational Studies Photography, drawing and painting	Group 1 Nature Studies Experiments with Clay Execution plans Clay: Building & Glazing	Group 2 Nature Studies Observational Studies Photography, drawing and painting	Group 2 Nature Studies Experiments with Clay Execution plans Clay: Building & Glazing	Group 2 Nature Studies Experiments with Clay Execution plans Clay: Building & Glazing