



# Middle School (Years 7-9) Curriculum

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# ART CURRICULUM

## YEAR 7

**Project 1:** The Art department has a firm belief in the value of observation and drawing skills, so we start the year making drawings of natural objects from first-hand observation. Students learn to control a range of tools and materials as they explore line, tone and texture. They also consider photography; focussing on composition, viewpoint and contrast.

Students will increasingly self-manage the organisation of the artistic process in their sketchbooks. Communication of their ideas, artwork, photographs and references to artist's work – all with relevant reflective annotation – should be carefully considered. Clear presentation allows for students' learning to be understood and remembered.

**Project 2:** Students develop their understanding of colour theory, colour-mixing, pattern and design. The stimulus for this is a trip to Bright Hill Temple, a location that offers a rich cultural starting point since it features a plethora of colour, repeating patterns, motifs and symbolic imagery. Whilst on the trip, students document the experience in their sketchbooks with notes, drawings and photographs. Back in the classroom, students work on a painted banner, working collaboratively to bring their observations and insights together to a cohesive realisation.

**Snapshot Challenges:** In order to stimulate energy and develop the students' creativity we introduce short 'snapshot-challenges' at strategic points during the course of the year.

The challenges are selected from the following activities, according to the specific needs of the class:

- Experimenting/playing with materials
- 3D making
- Technology-based skills
- Design-thinking
- Investigating artists.

## YEAR 8

**Project 1:** This project is a collaboration with the Drama department. The challenge is to make a three-dimensional mask inspired by a character from the *Commedia dell'Arte*, a popular form of theatre in 16-18th Century Italy. Starting with investigations into their selected character, students develop and realise their own designs using a range of materials including tape and paint. These masks are worn during their performances in Drama. The students are challenged to think and design creatively and independently i.e. maintaining the distinctive characteristics of 'Commedia' but giving them an interesting, personal twist. This artistic process is recorded in their sketchbooks.

**Project 2:** Building on the work completed in the first project, students explore theme of 'The Portrait'. Initially they are taught the proportions of the face and draw a

representational self-portrait, focussing on structure and form. They then begin to consider expression in the face – learning from the genre of 'The Expressionists'. Experimenting with photography, lighting and directional mark-making is necessary to achieve rich and dynamic outcomes. Students are encouraged to be clear about what 'message' they wish to convey in their work; e.g. a sense of calm, fear, melancholy as they develop a lino-printed artwork.

**Snapshot  
Challenges:**

In order to stimulate energy and develop the students' creativity we introduce short 'snapshot-challenges' at strategic points during the course of the year. These challenges are selected from the following activities, according to the class and their responses.

- Learning new techniques/materials.
- Technology-based skills.
- Creating artwork in teams.
- Creative drawing.

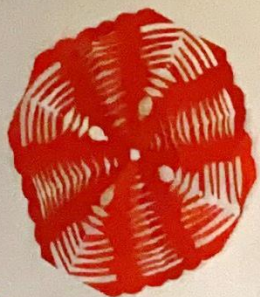
## **YEAR 9**

At the start of the year students are challenged to work through an extended project. They visit the National Gallery Singapore to view, discuss and think about a series of paintings; a very different experience to seeing an image on a screen. Students select one of these paintings as the stimulus for a painting/constructed outcome. Students develop a series of composition ideas, develop a personal visual language, and experiment with a variety of paint/construction techniques. The artworks are exhibited in the National Gallery at a special Arts event. This project gives the students a valuable insight to the combination of skill and creativity that students require for the GCSE Art and Design courses.

The students experience a series of workshops to extend previously experienced techniques, try new things or challenge perceptions.

For example:

- Observation drawing
- Photography
- Ceramics
- Graphic design
- Contextual/Historical Studies
- 3D problem-solving.



# CHINESE CURRICULUM

## YEAR 7

In Year 7, students study topics such as: Greetings, Dates, Age, Family members, Telephone number, Address, Self-introductions, Time and Daily Routine, Transport, Colours and Clothes, and Body Parts. They are also introduced to grammar structures, including Measure words, word order, question words, use of adjectives, etc.

### **Year 7 Extended Chinese:**

In Year 7, students study topics such as: Colours and Clothes, Time and Daily Routine, Transport, Body Parts and Illness, Countries and Languages, Weather and Seasons, and Hobbies. They are also introduced to grammar structures, including conjunctions, verb complements, appropriate use of adjectives, etc.

## YEAR 8

In Year 8, students study topics such as: Weather and Seasons, Sickness, Languages and Countries, Hobbies, and Food and Eating Out. They are also introduced to a variety of conjunction words and sentence structures.

### **Year 8 Extended Chinese:**

In Year 8, students study topics such as: Food and Eating Out, House, Furniture, Neighbourhood, Appearance, Extended Family, Pets, and Stationery. They are also introduced to a variety of conjunction words and sentence structures.

## YEAR 9

In Year 9, students study topics such as: House, Furniture, Neighbourhood, School Subjects, Relatives, Appearance, Stationery, Fresh Market, Snacks, and Eating Out. Grammar structures include comparison and conjunctions, verb complements, appropriate use of adjectives, etc. Students also work on a Chinese Mid-Autumn Festival Project.

### **Year 9 Extended Chinese:**

Students study topics such as: Stationery, School Subjects, School Facilities, Fresh Market, Snacks, Eating Out, Holidays, Holiday Planning, Booking a Hotel, the World of Work, Future Plans, and Applying for a Job. Grammar structures include comparison and conjunctions, verb complements, appropriate use of adjectives, etc.

**YEAR 7**

In Year 7, students are introduced to practical skills to help them stay safe online, such as controlling their privacy settings to prevent the sharing of personal data on social media. Following this, students study basic spreadsheet skills leading up to the development of their own spreadsheet for modelling costs or data collection. The final units of the year focus on practical elements of computing, initially looking into computer hardware before using programming to control computing systems. Using a mixture of flowcharts and visual programming languages, students learn to iterate and perform selection to develop control systems and games.

**YEAR 8**

Year 8 is a very creative year with a focus on the development of aesthetic computational artefacts through mediums such as photography and programming. Students build on the final units of Year 7 by taking their programming to the next level using Scratch. Scratch is a popular language through which students develop games using advanced skills such as cloning, colour touching and events. In the second unit of the year, students collaborate in groups to develop comic books. They investigate a range of photography techniques and put them into practice, then use Photoshop to turn themselves into superheroes! The final unit draws on both the aesthetic and practical as students create websites, producing them by hand using a combination of HTML, CSS and JavaScript.

**YEAR 9**

In Year 9, students develop their learning from Year 7 and 8, and start preparations for the (I)GCSE. By introducing some of the (I)GCSE topics, the department aims to help students make a more informed choice about KS4 pathways. With the (I)GCSE in mind, students are introduced to the concept of Binary and Digital Storage. Using this knowledge, we build on the programming from the previous years, moving students to their first written language JavaScript. Using JavaScript, students write programs to control graphics culminating in a digital art project.



# DRAMA CURRICULUM

## YEAR 7

- Project 1** Students explore a range of storytelling techniques that help communicate a narrative in an engaging manner. They then develop these skills in response to William Shakespeare's *The Tempest*.
- Project 2** Students build on their knowledge of *Commedia Dell'Arte* gained from Art in Term 1 by exploring character through status, physical comedy and use of masks.
- Project 3** Students are given a selection of play texts from which they explore and creatively develop performance material, consolidating the skills gained throughout the year.

## YEAR 8

- Project 1** Students explore a range of storytelling techniques that aid them to communicate a narrative in an engaging manner. They then develop these skills in response to William Shakespeare's *The Tempest*.
- Project 2** Students build on their knowledge of *Commedia Dell'Arte* gained from Art in Term 1, by exploring character through status, physical comedy and use of masks.
- Project 3** Students are given a selection of play texts from which they explore and creatively develop performance material, consolidating the skills gained throughout the year.

## YEAR 9

- Project 1** Students are introduced to the theatre practitioner Stanislavski through an exploration of a range of naturalistic theatre techniques.
- Project 2** Students use their devising skills to build a narrative that explores the core elements of Epic Theatre and Brechtian technique.
- Project 3** Students further develop an awareness of other styles of theatre (eg: Theatre of Cruelty and Expressionism), consolidating their knowledge and application of different theatre styles in a devised piece.



# ENGLISH CURRICULUM

## YEAR 7

In Year 7, students develop the three key areas of English study: reading, writing, and speaking and listening. The units of study are designed to allow students to acquire knowledge and skills across these areas which they then practise and develop throughout the year. Students study a range of literary texts, including Christmas poetry, the playscript adaptation of *Frankenstein*, and a class reader of the teacher's choice. In addition, they study non-fiction texts, descriptive writing, and rhetoric and public speaking. Students are assessed formatively throughout the year using school-agreed assessment criteria.

## YEAR 8

In Year 8, students continue to develop the three key areas of English study: reading, writing, and speaking and listening. The units of study are designed to allow students to build on the foundation of knowledge and skills across these areas which they acquired in Year 7 by refining them and adding to them. Students study a range of literary texts, including poetry from different cultures, a Shakespeare play and the novel *The Bone Sparrow*. In addition, they study narrative writing, non-fiction texts and public speaking. Students are assessed formatively throughout the year using school-agreed assessment criteria.

## YEAR 9

In Year 9 students continue to develop the three key areas of English study (reading, writing, and speaking and listening) in preparation for beginning their GCSE study in Year 10. Across four thematic units, Comedy, Representation, Conflict and the Classic Novel, they acquire new knowledge and further refine their skills. They study a range of literary texts, including a Shakespearean comedy, a modern comedy play, conflict poetry from the last 200 years and a classic novel. In addition, they study public speaking, non-fiction texts, and how language is used to represent people, places and ideas.



# FRENCH CURRICULUM

## YEAR 7

In Year 7 French, students are taught the following topic areas: greetings; personal information; talking about where you live; family, pets and colours. They also study weather, hobbies, sports and daily routine. Aspects of grammar are integrated into the course, including definite and indefinite articles, the gender and number of nouns, possessive adjectives, regular and irregular verbs in the present, and past tenses and adjectival agreements. An emphasis is placed on correct pronunciation. An introduction to culture is interweaved into the curriculum and, in addition, we study some festivals such as Christmas and Easter. We organise a French Bistro and some of our students spend a day at Le Lycée Français (the French School).

## YEAR 8

In Year 8 French, students study the following topic areas; shops, food and drink, clothes, travel and holiday plans, school life, and arranging to go out with friends. Grammatical knowledge of adjectives, adverbs, prepositions and determiners is deepened, while an emphasis is placed on irregular verbs as students increase their ability to manipulate language in the main tenses. There is a focus on transactional language, bringing together all the high frequency language studied in Years 7 and 8 in a communicative setting.

## YEAR 9

In Year 9, students study the following topic areas: getting to know France and French towns and talking about one's own town and local area; house and chores; food, drink and healthy lifestyles. The final topic is current affairs and culminates in the production of a newspaper or a *téléjournal*. The imperfect and conditional tenses are introduced, alongside consolidation of the perfect, present and future tenses, and various other grammatical concepts in preparation for (I)GCSE type tasks. We organise a French breakfast and students have the opportunity to cook a French recipe.



# GEOGRAPHY CURRICULUM

## YEAR 7

The Year 7 Geography curriculum provides students with a range of skills that aim to strengthen their ability to learn both within and outside of the classroom. The course is divided into four topics through which Geographical skills are developed, as well as knowledge and understanding of both the natural and human environments.

The first topic investigates personal **Connections to Geography** and the wider world by looking in depth at Singapore and how it has changed over time, developing a 'sense of place' within South East Asia.

The second topic, **Wonders of the World**, focuses on cartographic skills as students explore the natural environment using direction, grid references, latitude and longitude and GIS (Google Earth).

**Geography of Chocolate** is the third and most popular topic, giving students insight into how chocolate is produced, from bean to bar. Students work collaboratively to investigate some of the problems with chocolate production, such as the use of child labour, child trafficking, unsustainable farming practices and the poverty cycle, before looking at how Fair Trade is trying to combat some of these issues.

The final topic, **Ecosystems**, focuses on the distribution of different ecosystems across the world and examines how plants and animals have adapted to thrive in these areas. Students complete a decision-making exercise on whether the Cross Island MRT line should have been built through MacRitchie reservoir in Singapore, students critically assess the impacts on this fragile ecosystem and the costs and benefits of this project.

## YEAR 8

The Year 8 Geography curriculum builds on from Year 7 in terms of Geographic skills with new themes being explored through four topics.

The first topic, **Population - 7 billion ++**, provides an investigation into how and why populations change over time. Students carry out an in-class census to develop both their ability to process and analyse data, and their understanding of the key demographics of their class. They explore issues resulting from rapid changes to population and debate strategies used to counter such changes, such as China's One Child Policy.

The second topic, **Extreme Environments**, aims to develop an understanding of how adverse climate conditions and terrain can affect the development of human activities. They compare and evaluate the challenges experienced by different groups of people living in a range of extreme environments.

The third topic, **Coasts**, allows students to develop their understanding of the importance of coasts and the different physical forces that shape these dynamic environments. They investigate the importance of, and threats to, coral reefs around the world, and work collaboratively to design a campaign to protect an endangered marine species.

**Future Cities** is the final topic, which delves into current issues facing cities. With a key focus on the causes and effects of urbanisation, students investigate various cities to understand how they are trying to develop sustainable solutions to the numerous urban issues they face. This culmination of this topic is an inter-class Eco-City Competition.

## YEAR 9

The structure of Year 9 lessons and is similar to those across Years 7 and 8, however students complete three topics instead of four. These three topics lay the foundation for (I)GCSE Geography both in terms of content and in giving students valuable exposure to the style of assessments they can expect at (I)GCSE level.

The first topic, **Tectonics**, develops an understanding of the internal structure of the earth, and the relevant tectonic processes that result in earthquakes and volcanic eruptions. Students investigate the causes and effects of recent disasters such as the 2015 Nepal earthquake and volcanic eruptions such as Mt Merapi in 2010.

The second topic, **Wild Water**, initially recaps the hydrological cycle and river processes. The causes and effects of river flooding, hurricanes and tsunamis are examined using contemporary case studies.

The final and highly contextual topic, **Planet in Peril**, provides students with diverse knowledge and understanding of pressing 21st Century issues such as water scarcity, food shortage, health epidemics, globalisation and throwaway fashion. Each issue is explored in an effort to unpick the root causes, explore their social, economic and environmental impacts, and scrutinise viable solutions.

# HISTORY CURRICULUM

## YEAR 7

The Year 7 History curriculum follows the theme of civilisation through the examples of Ancient Rome, Medieval Europe and Islamic civilisations. broken down into three fascinating aspects: culture, innovation and “the weakest in society.” Additionally, there is a focus on developing historical understanding and skills along the way.

In Term 1, we tackle the enquiry question, “What was culture like in past civilisations?”. Similarities and differences are assessed by focusing on religion, housing, food and entertainment. In Term 2, we tackle the enquiry question, “Which innovations had the biggest impact on past civilisations?”. Significance is explored through identifying what was new, creative, technological and had a meaningful impact. In Term 3, we tackle the enquiry question, “How were the weakest treated in past civilisations?”. We develop an understanding of comparisons and contrasts by accounting for how the treatment of the poor and the existence of slaves was compatible with the concept of civilisation.

## YEAR 8

The Year 8 History curriculum follows the theme of Dictatorship and Democracy, and is designed to challenge students to think about humans and how they are governed. An enquiry question forms the basis for the study in each term. Additionally, there is a focus on developing historical understanding and skills from Year 7.

In Term 1, we tackle the enquiry question, “Under what circumstance did dictators rise to power?”. The examples chosen are Hitler, Mao and Pol Pot, and the focus is on the impact of crises, the weakness of government and charismatic leadership on causation. In Term 2, the enquiry question is “How did people’s lives change living under dictatorships?”. There is a further exploration of similarities and differences across methods of control, economic policy, and social policies towards women and education. In Term 3, the enquiry is “How and why has democracy developed in Britain over the last 200 years?”. There is an interrogation of change and continuity with regard to equality, representation and the protection of human rights.

## YEAR 9

The Year 9 History curriculum follows the theme of Conflict and Peace by looking at the causes of war, the experience of civilians in war and peacemakers. Additionally, we build on historical concepts and understanding developed in Years 7 and 8.

In Term 1, the enquiry question is “Why did wars start in the 20th Century?”. We examine the significance that ideology, territory and flashpoints had in causing the First and Second World Wars. In Term 2 we tackle the enquiry question, “How and why did civilians’ experiences of war differ in the 20th Century?”. There is a particular focus on children, women and general civilians. In Term 3, the enquiry question is “How have people and groups tried to keep peace in the 20th Century?”. There is an exploration of the significance of Gandhi, Mandela and the United Nations.



# LATIN CURRICULUM

## YEAR 7

Students study the Cambridge Latin Course where stages 1-7 are covered. This includes nouns (nominative and accusative, singular and plural) and verbs (present, imperfect and perfect tenses, including the irregular verb *sum*). We also learn word order and how to translate sentences when there is no subject. Background topics studied include the Roman house and family, theatre, slavery, and Roman beliefs about life after death.

## YEAR 8

Students study the Cambridge Latin Course where stages 8-14 are covered. This includes nouns (specifically the dative case in addition to revision of the nominative and accusative) and verbs (revision of the present, imperfect and perfect, and learning the irregular verbs *nolo*, *volo* and *possum*). We also learn how questions were posed, infinitives, and -que and adjective agreement. Background topics studied include gladiators, baths, Roman education, the eruption of Mount Vesuvius, and Roman Britain.

## YEAR 9

Students study the Cambridge Latin Course where stages 15-20 are covered. This includes nouns (specifically the genitive and vocative cases, in addition to revision of the nominative, accusative and dative) and verbs (the pluperfect tense as well as revision of the present, imperfect and perfect). We also look at relative clauses, present participles and pronouns. Background topics studied include Greek, Roman and Egyptian gods and goddesses, Egyptian mythology, and the Seven Wonders of the Ancient World.



# **LIFESKILLS CURRICULUM**

## **YEAR 7**

In Year 7, the Lifeskills curriculum focuses on getting to know ourselves and others through learning about our character strengths and recognising those strengths in others, making new friendships, and dealing with friendship issues. We also emphasise study skills and how to adjust to high school, helping students to work more effectively and manage their time well. Practical skills learned in Year 7 are first aid and yoga – practice that also helps students to relax.

## **YEAR 8**

In Year 8, Lifeskills covers topics such as relationships, drugs and alcohol, enterprise, and collaborative skills. An exciting addition is the body image project that takes place in Term 1 and is organised in conjunction with the National University of Singapore.

## **YEAR 9**

In Year 9, students have two hours of Lifeskills lessons per week that, as they get nearer to their GCSEs, help them think about making good choices, as well as their friendships and relationships, and how they change. With students growing in maturity, we discuss avoiding risky situations and topics such as alcohol, drugs, smoking and vaping. We also emphasise the importance of mental health, and promote a healthy diet and good sleep as crucial factors in being an emotionally rounded individual. Practical skills in Year 9 revolve around tent-building and preparation for the India trip.



# **MATHEMATICS CURRICULUM**

## **YEAR 7**

In Year 7 students build on foundational knowledge as well as encounter new ideas. The curriculum spirals through number topics, algebra, geometry, data, and probability. A secure understanding of place value, number operations, and fraction operations are essential to the development of algebra manipulation and equation solving, which students will focus on in the second half of Year 7. At the same time, students complete many problem-solving activities that allow them to apply and transfer their knowledge to familiar and unfamiliar situations. Students are sorted into working groups so they can receive the appropriate support and challenge. All Tanglin students have access to the same (I)GCSE qualification in Year 11.

## **YEAR 8**

In Year 8, students build on their mathematical knowledge and skills. The curriculum spirals through number topics, algebra, geometry, data, and probability. Students develop their work with indices and fractions, and these lead to work with algebraic indices and fractions. Students will form and manipulate algebraic expressions, form and solve equations and inequalities, and describe and draw the graphs of linear functions. At the same time, students complete many problem-solving activities, which allow them to apply and transfer their knowledge to familiar and unfamiliar situations. Students are sorted into working groups so they can receive the appropriate support and challenge. All Tanglin students have access to the same (I)GCSE qualification in Year 11.

## **YEAR 9**

In Year 9, students build on their mathematical knowledge and skills. The curriculum spirals through number topics, algebra, geometry, data, and probability. A secure understanding of transformations and similarity leads to work on Pythagoras' Theorem and introductory trigonometry. Students form and solve algebraic equations, and describe and draw the graphs of linear functions. At the same time, students complete many problem-solving activities that allow them to apply and transfer their knowledge to familiar and unfamiliar situations. Students are sorted into working groups so they can receive the appropriate support and challenge. All Tanglin students have access to the same (I)GCSE qualification in Year 11.



# **MUSIC CURRICULUM**

## **YEAR 7**

Year 7 is largely practical and centred around the development of performing, composing and listening skills, as well as self-management, collaboration and independent thinking skills. Over the course of the year, students will cover the following units: Solo and Ensemble Performing, Renaissance and Baroque Music, Rock and Pop Music, Gamelan, and Programme Music.

## **YEAR 8**

Year 8 is largely practical and centred around the development of performing, composing and listening skills, as well as self-management, collaboration and independent thinking skills. Over the course of the year, students will cover the following units: Solo and Ensemble Performing, Classical and Romantic Music, African and Latin Music, Video Game Soundtracks, Blues, and Dance Music.

## **YEAR 9**

Year 9 is largely practical and centred around the development of performing, composing and listening skills, as well as self-management, collaboration and independent thinking skills. Over the course of the year, students will cover the following units: Solo and Ensemble Performing, Twentieth Century Western Art Music, Reggae, Film Music, British and Irish Folk Music, Song Writing, and Rap.



# **PHYSICAL EDUCATION CURRICULUM**

## **YEAR 7**

At Tanglin, students experience a broad and balanced curriculum that offers a wide range of traditional Sports in the Morning activities. During the second PE lesson of the week, students are taught principles of attack during Invasion Games; Athletic Development, focusing on Basic Movement Skills; Freestyle Movement; and Long Axis Swimming.

## **YEAR 8**

In Year 8, students choose from a broad range of competitive Sports in the Morning sessions. During the second PE lesson of the week, students are taught principles of defence during Invasion Games; Athletic Development, focusing on Coordinative Abilities and Athletic Movement Skills; Freestyle Movement; and Short Axis Swimming.

## **YEAR 9**

In Year 9, students choose from a broad range of competitive Sports in the Morning sessions. During the second PE lesson of the week, students are taught Transitions during Invasion Games; Athletic Development focusing on Conditions of Movement and Athletic Movement Skills; Freestyle Movement; and Lifesaving.



## SCIENCE CURRICULUM

### YEAR 7

In Year 7, students study key topics of Biology, Chemistry and Physics whilst also studying the connections between these disciplines. After an introductory unit designed to draw together their scientific practical skills to date, they study Building Blocks, which conveys the scale of atoms and molecules in comparison to cells and tissues. The Movement topic links the physics of movement to the ways it is achieved in organisms. Energy and Electricity approaches these physical concepts from a biological and chemical viewpoint. Matter and Separation Techniques, Variety of Life, and Acids and Alkalis are more straightforwardly chemical and biological topics, but the year's final unit, Space, aims to provide students with a sense of the scale of the solar system and the universe, as well as an appreciation of where life came from.

In addition to the content knowledge, students study a programme of scientific skills including research, planning, obtaining data and presenting it, and scientific evaluation.

### YEAR 8

In Year 8, students continue their study of key topics of Biology, Chemistry and Physics. In Term 1, they study Nutrition and Digestion, Chemical Reactions, and Magnetism. In Term 2, they study Microbes and Disease, Light and Sound, and Reproduction. Term 3 includes a study of the physical and chemical properties of Materials and a project on modern developments in the local area.

In addition, students continue to study a programme of research, planning, obtaining data and presenting it, and scientific evaluation, developing these skills further from Year 7.

### YEAR 9

In Year 9, students continue to be taught Science by one teacher, but topics are more explicitly aligned with the (I)GCSE disciplines of Biology, Chemistry and Physics. The course is designed to bring together the material covered in Year 7 and Year 8, and transition to a more (I)GCSE-focused style of assessment, which includes studying some of the core practical experiments required for the (I)GCSEs.

In Term 1, students study Cells and Organisms (Biology), Waves (Physics), the Periodic Table (Chemistry), and Respiration and Gas Exchange. Term 2 includes Solids, Liquids and Gases (P), Metals (C), and Plants and Photosynthesis (B). Term 3 includes Energy Transfers (P) and Oil Products (C).

Throughout Year 9, formative assessments focus on skills development, with research and scientific writing emphasised in Term 1, and a focus on scientific planning, and the collection, presentation and evaluation of data in Terms 2 and 3.



# SPANISH CURRICULUM

## YEAR 7

In Year 7, students study the basics of Spanish and start with learning the sounds and the alphabet to ensure good pronunciation from the outset. They then cover basic greetings and learn to give basic personal information: name, age, birthday etc., incorporating days of the week and months of the year. They also cover modal verbs, enabling them to communicate basic wants and needs in the classroom, as well as being able to say what they have and what they need in their school bag.

Term 2 sees them further expand vocabulary and structures to allow them to describe themselves, friends and family members in terms of looks and personality. This incorporates pets and colours, and adjectival agreement in a focus grammar point. We finish the term with a look at verbs in the present tense.

Term 3 is all about school. Students learn how to describe their school and its facilities, and talk about their subjects and teachers, giving opinions and reasons. They learn to talk about the school day, and say when and how they arrive, incorporating telling the time. The year ends with a “food quest” in which students learn about different foods. There is the opportunity to come to a Spanish Café staffed by older students.

## YEAR 8

After recapping verbs in the present, Term 1 focuses on students being able to talk about where they live. Area, types of cities, regions etc are covered, as well as different types of houses. Students learn how to describe where they live, including home and rooms, before moving on to talk about their daily routines and learning about reflexive verbs. Grammar work focuses on past, present and future tenses, and these are required in written and spoken components throughout the year.

Term 2 covers hobbies and household chores, with a focus on students expressing themselves in past, present and future tenses, while Term 3 is all about places in the town (places to see and things to do) and the weather.

## YEAR 9

This year is the pre-(I)GCSE year and as such, verbs learned in Year 8 are built upon. Term 1 focuses on holidays, and the imperfect tense is introduced to support conversations about locations and accommodation.

Term 2 covers food, markets and restaurants, as well as parts of the body, illnesses and accidents. Subsequently, students learn how to deal with going to a doctor or a pharmacy. Healthy living is also covered.

Term 3 focuses on clothing and going out. The latter has a specific focus on going to the cinema and talking about likes and dislikes with regards to genres of film. Throughout, past present and future tenses are covered and referred to as these are cornerstones for success at (I)GCSE level.



## **YEAR 9 ONLY**

### **EXTENDED PROJECT CURRICULUM**

The Year 9 Extended project will give students the opportunity to undertake a piece of self-driven work and develop a number of key academic skills. It will also give students some academic freedom and the opportunity to explore an area of personal interest. The course will be split into two sections. Firstly, students will be taught the skills required to complete a successful project, including a range of research skills, self-management skills, and citing and referencing skills. Students will have a number of taught lessons during which these skills will be developed, before embarking on the project. The project itself will involve students either writing a 1000-word essay or making a product and writing a 250-word report, keeping a Production Log and doing a short presentation about their project.

### **PHILOSOPHY AND ETHICS CURRICULUM**

Topics offered in the Philosophy and Ethics course include, “What makes a moral hero?”, in which students examine figures from around the world who have influenced the way we think, including Martin Luther King and Malala Yousafzai. In the “What does it mean to be human?” unit, students wrestle with creation stories from a number of religions and consider big questions about the universe, God(s) and the meaning of life. Students consider Buddhist beliefs, including the concept of enlightenment. They learn how to construct a logical argument, developing their thought processes and powers of persuasion.

