

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Department curriculum aim/vision:

Spanish

By studying a language at Dane Court, we believe that students will develop their ability to communicate with other people from around the world. Our main purpose is to equip students with the skills, knowledge and confidence to enable them to thrive, communicate and interact in today's global society. We aim to create caring and open-minded students by encouraging an appreciation and understanding of other cultures and traditions.

Year 7	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Mi vida</p> <p>Aim - to be able to communicate simple information about yourself</p> <p>(Viva Libro 1 - M1)</p>	<p>Vocab: pronouns, countries, numbers, months, colours, animals, adjectives of personality, question words</p> <p>Skills: phonics/pronunciation, noun gender, position of adjectives and agreements, present tense "ser" & "tener" (1st, 2nd & 3rd person), asking and answering questions, use of key connectives to extend your answer, key language structures to describe a picture</p>
Term 2	<p>Mi tiempo libre</p> <p>Aim - to be able to talk about your free-time and give your opinions</p> <p>(Viva Libro 1 - M2)</p>	<p>Vocab: free time activities, weather expressions, seasons, days of the week, sports, adjectives of opinion, time expressions</p> <p>Skills: Present tense regular verbs, when to use the verb "hacer" and when "jugar" to talk about sports, learn to express opinions in the present tense, continue to practise asking/answering questions, importance of cognates and their pronunciation</p>
Term 3 & 4	<p>Mi insti</p> <p>Aim - to be able to talk about your school and justify your opinions about the school</p> <p>(Viva Libro 1 - M3)</p>	<p>Vocab: school subjects, school facilities, description of your teachers,, food you have in the canteen</p> <p>Skills: continue to express simple opinions, learn to justify opinions with "porque es / son ...", increase understanding of word order and agreement rules, use a variety of connectives, intensifiers and sequencers in your answers</p>
Term 5 & 6	<p>Mi familia y mis amigos</p> <p>Aim - to be able to talk about your family and your house</p> <p>(Viva Libro 1 - M4)</p>	<p>Vocab: family members, description of eyes, hair, physical appearance and personality, different types of accommodation and description</p> <p>Skills: possessive pronouns, whole conjugation of the verb "ser" and "tener" in the present tense, describing yourself and someone else, when to use "ser" and when "estar", more ways to introduce your opinion</p>



Year 8	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Mi ciudad</p> <p>Aim - To be able to describe where you live and talk about your near future plans</p> <p>(Viva Libro 1 - M5)</p>	<p>Vocab: places in your town, food and drink in a restaurant, revision of basic ways to express opinions + reasons, revision of some free time activities</p> <p>Skills: use of “hay” + un/una (to mention what there is in your town), learn how to ask and tell the time, how to conjugate the irregular verb “ir” in the present tense to say where you go in town, how to order food and drink, practice of language structures to describe a picture, conjugate the verb “querer” (modal and stem changing verb), learn the near future tense to talk about future plans</p>
Term 2	<p>Mis vacaciones</p> <p>Aim - To be able to talk about a past holiday</p> <p>(Viva Libro 2 - M1)</p>	<p>Vocab: places, means of transport, different ways to express your opinion about your experience, key verbs to describe what you did on holidays</p> <p>Skills: preterite tense of the irregular verb “ir”, preterite tense of the regular verbs, use of squencers in the past, useful opinions to describe your experience, to be careful and pay attention to “distractors” in listening activities, to understand and answer questions about your last holidays</p>
Term 3 & 4	<p>Todo sobre mi vida</p> <p>Aim - To be able to talk about technology, music and TV</p> <p>(Viva Libro 2 - M2)</p>	<p>Vocab: Key vocabulary to talk about technology, consolidation of frequency expressions to say how often you do things, different music genres, different tv programmes, key time expressions used in the present and in the preterite tenses</p> <p>Skills: revision of the regular verbs in the present tense, practice of questions and answers, revision of the uses of the verbs “ser” & “estar” when describing pictures, revision of how to express opinions and introduction of how to include opinions of others, the stem changing verb “preferir” to give opinions, using the present and preterite tenses together, the irregular verb “hacer” in the preterite tense</p>
Term 5 & 6	<p>¡A comer!</p> <p>Aim - To be able to talk about the food you like and what you eat at different mealtimes</p>	<p>Vocab: food and drink, key language structures to order food in a restaurant, key time expressions in the present, preterite and near future the tenses, vocabulary necessary to describe a celebration, free time verbs, useful “fillers” in conversation</p>



	(Viva Libro 2 - M3)	<p>Skills: answer questions about what you eat and drink for different meals of the day and the time when you have them, use a variety of language structures to give an opinion about food and drink, use of the “usted” form to order food in a restaurant, understanding and saying prices, use the present and preterite present with the correspondent time expressions to talk about eating habits, using the near future to organise a party, practice of language structures to describe a photo where a celebration is taking place, use present, preterite and near future tenses to give an account of a party</p>
--	---------------------	--

Year 9	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Mi gente</p> <p>Aim - Talking about socialising and family, describing people, talking about social networks</p> <p>(Viva GCSE Foundation - M3)</p>	<p>Vocab: family members, positives and negatives of different social networks, adjectives to describe people</p> <p>Skills: pronouncing words correctly, possessive adjectives, using verbs in the present tense, stem changing verbs (poder, querer), describing people (physical description and personality) and importance of noun gender and agreements, comparisons, contrasting opinions</p>
Term 2	<p>Mi gente II</p> <p>Aim - Making arrangements talking about reading preferences, describing relationships</p> <p>(Viva GCSE Foundation - M3)</p>	<p>Vocab: free time activities verbs, reading materials, wide range of time expressions to be use in the present, wide range of connectives to extend your answers</p> <p>Skills: use of the verb “estar” for the present continuous tense, practice how to ask to go out and giving excuses, recognising similar ideas expressed indifferently, consolidation of the different uses of “ser” & “estar” and when to use them to describe a picture, reflexive verbs to talk about relationships</p>
Term 3	<p>Desconéctate</p> <p>Aim - Discussing holiday activities and weather, talking about holiday preferences</p> <p>(Viva GCSE Foundation - M1)</p>	<p>Vocab: weather in the present, places to go on holidays, transport, holiday verbs, opinions in the present, seasons and cardinal points</p> <p>Skills: Regular verbs in the present tense, identifying and using connectives (<i>y, pero, cuando, o, sin embargo, también</i>) and frequency expressions to add detail to your answers, irregular verbs in the present tense (<i>ser, tener, ir</i>), Verbs of opinion, decoding and using question words (<i>¿Cuándo? ¿Adónde? ¿Dónde? ¿Qué? ¿Por qué?</i>)</p>
Term 4	<p>Desconéctate II</p>	<p>Vocab: countries, weather in the past, opinions in the past, contrasting opinions, description of accommodation, booking a room and putting a complaint</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



	<p>Aim -Talking about a past holiday, booking accommodation and dealing with problems</p> <p>(Viva GCSE Foundation - M1)</p>	<p>Skills: The preterite tense (<i>regular -ar/-er/-ir verbs and ser, ir</i>), Writing a longer text, Using two past tenses (<i>preterite and imperfect</i>), Giving opinions in the past / Using sequencers to structure writing (<i>primero, luego, después, más tarde, finalmente</i>), using verbs with <i>usted</i>, understanding higher numbers</p>
Term 5	<p>Desconéctate III + Speaking assessments</p> <p>Aim - Giving an account of a holiday in the past + Prepare for speaking assessment (photo cards and role plays)</p> <p>(Viva GCSE Foundation - M1)</p>	<p>Vocab: problems on holidays</p> <p>Skills: using three tenses together, identifying positive and negative opinions, talking about you and other people</p> <p>Practice photo description and Role plays on the topic of holidays for speaking assessment</p>
Term 6	<p>Prep for EOY exams</p> <p>Aim - Prepare for listening, reading and writing EOY assessments</p>	<p>Working on listening and reading skills</p> <p>Understanding the assessment criteria in the writing assessment</p>



Year 10	Enquiry Statement/Aim	Knowledge and Skills
<p>Term 1</p>	<p>Mod 2 Mi vida en el insti Learning to talk about current and future study.</p> <p>(Viva GCSE Higher - M2)</p>	<p>Vocabulary: School subjects, teachers & rules. Describing the school itself. Talking about extracurricular activities and achievements.</p> <p>Students will learn opinion verbs, time expressions, sequencers, and learn to use a wider variety of negative phrases.</p> <p>Skills: Revisiting adjective agreements, learning comparatives and superlatives, how to use negatives, revisiting the preterite, imperfect and present tenses, learning how to use verbs with infinitives, revisiting the near future tense and learn to use the conditional tense.</p>
<p>Term 2</p>	<p>Mod 7 A currar Developing knowledge of current and future employment</p> <p>(Viva GCSE Higher – M7)</p>	<p>Vocabulary: Jobs & ways of earning money, talking about work experience, talking about the value of learning languages, job applications, gap years and planning for the future.</p> <p>Students will learn a wider range of connectives, the difference between ‘saber’ and ‘conocer’, using the 24h clock.</p> <p>Skills: Recapping masculine and feminine nouns, revisit definite and indefinite articles, consolidate the use of the conditional tense, revisit the preterite tense and learn to use with the imperfect tense. Cement understanding of the future and conditional tenses to talk about plans & employment. Introduce the subjunctive e.g. cuando sea mayor.</p>
<p>Term 3</p>	<p>Mod 4 Intereses e influencias Learning to discuss one’s interests and hobbies. To be able to talk about what you do in your free time and to talk about a film you have seen</p> <p>(Viva GCSE Higher – M4)</p>	<p>Vocabulary: Free time activities including TV & films, sports & what’s trending. Different types of entertainment such as cinema, concerts. Useful adjectives (algunos / ciertos / otros / muchos / demasiados / todos)</p> <p>Talk about different sports, types of movies and vocabulary to give a film review, different ways of entertainment. Vocabulary to buy tickets for a show and to give an opinion about the positives and negatives of watching a film in the cinema or at home.</p> <p>Skills: Stem changing verbs, adjectives of nationality, using the verb <i>soler</i>, <i>acabar de</i> + infinitive. Using direct object pronouns to avoid repetition, using a variety of preterite tense verbs, using the imperfect tense to say what you used to do</p> <p>When to use the verb “jugar” and when to use the verb “hacer” to talk about sports. Revisiting the present, preterite, imperfect, perfect, future and conditional tenses to talk about what you do in your free time during different time frames</p>



		Introducing the perfect tense (regular/irregular past participles) + using a range of past tenses (imperfect, preterite, perfect) & future tenses (near future, future simple and conditional)
Term 4	<p>Revision of Mod 1 seen in Y9 To be able to talk about holidays</p> <p>Revision of key language structures, vocabulary and tenses necessary to talk about holidays in the present, past and future</p> <p>To be able to book a room in a hotel</p> <p>Talking about a disastrous holiday</p> <p>(Viva GCSE Higher – M1)</p> <p>Revision of Mods so far in prep for EOY Exams</p>	<p>Vocab: places, activities, weather. Role play vocabulary to book a room in a hotel and make a complaint about the place. Vocabulary to express different problems you have had during your holidays.</p> <p>Skills: Revisiting the use of the preterite and imperfect tenses to talk about different aspects of your holidays. Stress use of the imperfect tense to describe those places, where they were and what they had. Revision of future and conditional tenses to talk about future plans. Complex structures - Imperfect subjunctive + conditional tense</p> <p>Revision activities of all modules seen so far in preparation for EOY exams. Listening, reading and writing skills practiced.</p>
Term 5	EOY exams - Listening, Reading & Writing	.After the listening, reading and writing EOY exams are done start preparation for speaking practice in T6
Term 6	Speaking assessment practice in T6	Practice of the elements of a speaking exam: role plays, describing photos, answering prepared and unprepared questions.

Year 11	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>M5 Ciudades To be able to describe the area where you live and talk about the pros and cons of living in a city or a town</p>	<p>Vocab: places in town and adjectives to describe where you live. Vocabulary to be able to do a role-play in a tourist information office and to complain about the items you have bought in a shop.</p> <p>Skills: Revisiting the imperfect tense to talk about your town in the past, the future simple tense to talk about your plans depending on the weather and the conditional tense to say what you would change about the place where you live.</p>



		Use of the perfect tense to talk about what you have done lately in your town/city
Term 2	<p>M6 Food / Health & Festivals To be able to talk about food and festivals and about healthy lifestyles</p> <p>End of term: cover Christmas celebrations. Understanding how another culture celebrates Christmas.</p>	<p>Vocab: Describing daily routine and mealtimes. Different types of food and parts of the body. Spotting words that indicate increase and decrease. Vocabulary relevant to different festivals. Ordering food in a restaurant.</p> <p>Skills: Revision of reflexive verbs to talk about daily routine and using them in different tenses. Using and avoiding the passive. Paying attention to question words. Using absolute superlatives.</p> <p>Vocabulary: Vocabulary linked to festivities, food and traditions. Skills: Speaking, describing pictures of Christmas celebrations.</p>
Term 3	<p>PPEs - Listening / Reading & Writing assessments</p> <p>&</p> <p>Start M8 Social and Global Issues To be able to identify and talk about social and global issues that affect us nowadays</p>	<p>Vocab: Key vocabulary to talk about the environment and global issues - Identifying cognates and family words. Vocabulary to talk about healthy eating and diet related problems</p> <p>Skills: Revision the present subjunctive and use it to talk about key issues. Using the subjunctive in commands</p>
Term 4	<p>Finish M8 Social and Global Issues To be able to identify and talk about social and global issues that affect us nowadays</p> <p>Prepare for speaking assessments - Finals</p>	
Term 5	<p>Speaking exams - Finals</p> <p>Prep for final listening, reading and writing assessments</p>	
Term 6	<p>GCSE EXAMS</p>	



Year 12 HL	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Topics:</p> <p>Spanish language</p> <p>To get to know the importance of the Spanish language and culture internationally</p> <p>Families & Relationships</p> <p>Learn about Spanish families and how they have changed with time. Does lifestyle have something to do with this?</p> <p>Different type of love and relationships</p> <p>To talk about different type of love and relationships</p> <p>Young people and values (BVB)</p> <p>Learn about the values of young people in Spain and compare them to other places</p>	<p>Grammar: Recognise the gender of nouns, word agreements Basic tenses, comparatives and superlatives, how to formulate questions, different pronouns (BVB)</p> <p>Writing tasks:</p> <ul style="list-style-type: none"> -Survey and analysis of results about what young people find important -Interview someone you admire <p>General Conversation Qs for speaking exam:</p> <p>Theme of Identities - Beliefs and values</p>



<p>Term 2</p>	<p>Topics:</p> <p>Social discrimination (gender, age, race, nationality, disability,...)</p> <p>To prepare them for a writing task where they need to prepare a speech against inequality</p> <p>Origins and roots (BVB)</p> <p>To talk about the origin of different populations and how some minorities suffer discrimination</p> <p>Technology</p> <p>Advantages and disadvantages of technology (Internet, mobiles and videogames)</p> <p>Advertising (BVB)</p> <p>Purposes and effects of advertising</p>	<p>Grammar:, present of subjunctive, imperatives, por & para (BVB)</p> <p>Writing tasks:</p> <p>-Speech on inequality of opportunities -Debate about the advantages and disadvantages of Internet and mobile phones</p> <p>General Conversation Qs for speaking exam: Theme of Human Ingenuity – Science and Technology</p>
<p>Term 3</p>	<p>Topics:</p> <p>Holidays</p> <p>Talk about the different reasons why people travel</p> <p>Analyse the different type of travellers</p> <p>How can we promote a sustainable tourism</p> <p>Customs and traditions</p> <p>How and why different cultures give importance to different moments in life</p> <p>Start 1st Book (BVB) – “La casa de Bernarda Alba”</p>	<p>Grammar: Uses of “Por & Para”, Imperfect subjunctive and If clauses (BVB)</p> <p>Writing tasks:</p> <p>-Brochure / Poster / Pamphlet for holidays</p> <p>General Conversation Qs for speaking exam: Theme of Experiences - Holidays and Travel</p>



<p>Term 4</p>	<p>Topics:</p> <p>Education and the world of work</p> <p>The Spanish Educational system</p> <p>Bullying</p> <p>The reality of young people</p> <p>How does society act in front of young people?</p> <p>The reason for the "ni... ni.. generation"</p> <p>The world of work in Spain</p> <p>Carry on with 1st Book (BVB) – "La casa de Bernarda Alba"</p>	<p>Grammar: Accents, the use of « se » to avoid the passive structure in Spanish</p> <p>Writing tasks: Cyberbullying : Causes / Consequences and Advice (article, blog) OR Talking about personal experiences (diary)</p> <p>General Conversation Qs for speaking exam: Theme Social Organization - Education and the world of work</p>
<p>Term 5</p>	<p>Topics:</p> <p>Revision for EOY assessments and preparation for speaking assessment – Activities in the booklet on La Casa de Bernarda Alba</p> <p>Speaking assessment based on 1st book</p>	<p>Grammar: N/A</p> <p>Writing tasks: N/A</p> <p>General Conversation Qs for speaking exam: N/A</p>
<p>Term 6</p>	<p>Topics:</p> <p>Artistic Expressions (Art, Music & Films)</p> <p>Art, music and films as an instruments to express emotions</p> <p>Start reading 2nd book (BVB) - "Invisible"</p>	<p>Writing tasks:</p> <p>-Film review</p> <p>-Interview to an artist</p>



Year 13 HL	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Topics:</p> <p>Health and wellbeing - “Addictions” ---- smoking, alcohol and drugs</p> <p>Reasons why people start to smoke, drink and take drugs. Consequences of these actions. How we can improve the situation.</p> <p>Health and wellbeing - Healthy eating</p> <p>Analysing different type of diets and the impact on health and the environment</p> <p>Carry on with second book (BVB)</p>	<p>Grammar: Consolidation of key language structures seen last year</p> <p>Writing tasks: Advert– Health campaign on Lifestyle changes and mental health</p> <p>General Conversation Qs for speaking exam: Theme of Identities - Healthy eating and Addictions</p>
Term 2	<p>Topics:</p> <p>Environment</p> <p>Analysing the problems of the planet – Environment: Different types of pollution. Causes and consequences. How to improve the situation</p> <p>Globalization</p> <p>Advantages and disadvantages of Globalization</p> <p>Carry on with second book (BVB)</p>	<p>Grammar: Consolidation of key language structures seen last year</p> <p>Writing tasks: Choose two to do this term and two to do next term</p> <p>-Proposal on the topic of environment</p> <p>-Essay on the topic of Globalization</p> <p>General Conversation Qs for speaking exam: Theme Sharing the planet - Environment and Globalization</p>
Term 3	<p>Preparation for speaking assessment – Activities in the booklet on “Invisible”</p> <p>Topics:</p> <p>Speaking exam at the end of this term (before February half term)</p>	<p>Preparation for the speaking exams before half term! + Practice of listening, reading and writing</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Term 4	<p>Revision for final exams</p> <p>Scientific advances</p>	<p>Preparation for the listening, reading and writing exams</p> <p>Writing tasks:</p> <p>- Blog / Article about how science experiments should not involve the use animals</p>
Term 5	IB EXAMS	

Year 12 AB Initio	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Topics:</p> <p>How do I present myself to others? / How do I express my identity?</p> <p>Identities (Personal attributes, Personal relationships). Meeting and greeting people Talking about family and relationships Describing appearance & personality</p> <p>Experiences (Daily routines) Days of the week and times Meals of the day Daily routine and Household tasks</p>	<p>Grammar:</p> <p>Nouns & definite and indefinite articles</p> <p>Adjectives, word order & agreements</p> <p>Possessive articles</p> <p>Verbs : Present tense – Regular and Irregular, Stem changing & Reflexive verbs / Present continuous tense (to describe a picture) / Uses of “Ser” & “Estar”</p> <p>Writing tasks:</p> <p>Blog</p> <p>General Conversation Qs for speaking exam</p>



<p>Term 2</p>	<p>Topics:</p> <p>What are the challenges of being a teenager? / What can I learn about a culture through entertainment?</p> <p>Social organisation (Neighbourhood)</p> <p>Talk about your hometown, finding the way, public transport, advantages/disadvantages of where you live and comparing it to another town.</p> <p>Experiences (Leisure)</p> <p>Hobbies and sport -</p> <p>Likes/dislikes & opinions</p> <p>Experiences (Festivals and celebrations - Christmas)</p> <p>Christmas Celebrations</p>	<p>Grammar:</p> <p>Use of: “Hay” + un / una + masc. / fem. noun</p> <p>Superlatives</p> <p>Modal verbs: Poder, Querer, Tener que & Soler + Infinitive</p> <p>Opinion verbs: Gustar, Flipar, Molar, Preferir, Odiar... + Infinitive</p> <p>Past tenses: Preterite, Imperfect and Perfect tenses</p> <p>Writing tasks:</p> <p>Poster - advertising local area (also term 2 assessment)</p> <p>Advert - selling a house</p> <p>General Conversation Qs for speaking exam</p>
<p>Term 3</p>	<p>Topics:</p> <p>How are customs and traditions similar or different across cultures? / How do I use media in my daily life?</p> <p>Experiences (Festivals and celebrations - New Year and The 3 Wise Kings)</p> <p>Other celebrations: El Año Nuevo y El día de Reyes</p> <p>Human ingenuity (Entertainment, media, technology)</p> <p>TV, cinema and music</p> <p>Different types of media and use of technology</p>	<p>Grammar:</p> <p>Present subjunctive - Impersonal expressions</p> <p>Imperatives - Informal</p> <p>Negatives</p> <p>Consolidation of present and past tenses</p> <p>Near future tense</p> <p>Writing tasks:</p> <p>Film review</p> <p>General Conversation Qs for speaking exam</p>



<p>Term 4</p>	<p>Topics:</p> <p>How do my surroundings affect that way I live? / How does travel broaden our horizons? / How would my life be different if I lived in another country?</p> <p>Sharing the planet (Physical geography, Weather)</p> <p>Countries, nationalities, weather</p> <p>Experiences (Holidays)</p> <p>Planning a holiday (accommodation & problems)</p> <p>Holidays in the present, past & Future</p> <p>Human ingenuity (Transport)</p>	<p>Grammar:</p> <p>Future and Conditional tenses</p> <p>Writing tasks:</p> <p>Formal letter - reserving a room in a hotel / Complaining about the accommodation</p> <p>Postcard - past tense, on holiday</p> <p>General Conversation Qs for speaking exam</p>
<p>Term 5</p>	<p>Topics:</p> <p>What purpose do rules and regulations have in society? / How is my life different from a Spanish teenager?</p> <p>Revision for EOY assessments and preparation for speaking assessment</p> <p>Speaking assessment</p> <p>Social organisation (Education & Workplace) - I</p> <p>Describing your school</p> <p>Subjects & opinions</p> <p>Daily life at school</p> <p>Compare Spanish/English schools</p>	<p>Grammar:</p> <p>Consolidation of tenses – Past – Present – Future</p> <p>Consolidation opinions & Adjective agreements</p> <p>Consolidation Negatives</p> <p>Consolidation Comparatives</p> <p>Writing tasks:</p> <p>Email - school routines</p> <p>Article - differences between Spanish and UK schools</p> <p>General Conversation Qs for speaking exam</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Term 6	<p>What is my role in society? / What options do I have in the world of work?</p> <p>Social organisation (Education & Workplace) - II</p> <p>Part-time work, jobs, career plans, work experience, interviews, applications.</p> <p>Human ingenuity (Entertainment: Shopping)</p> <p>Different ways of shopping</p>	<p>Grammar:</p> <p>Consolidation of tenses – Past – Present – Future</p> <p>Consolidation opinions & Adjective agreements</p> <p>Consolidation Negatives</p> <p>Consolidation Comparatives</p> <p>Use of the present subjunctive for future plans: “Cuando + Present subjunctive”</p>
---------------	--	--

Year 13 AB Initio	Enquiry Statement/Aim	Knowledge and Skills
------------------------------------	------------------------------	-----------------------------



<p>Term 1</p>	<p>Topics:</p> <p>How do I achieve a balanced and healthy lifestyle?</p> <p>Identities (Eating and drinking & Physical wellbeing)</p> <p>Quantities and food</p> <p>Ordering food in a restaurant</p> <p>Talking about healthy eating</p> <p>Body parts</p> <p>Talking about illnesses and injuries</p> <p>Medicines and remedies</p> <p>Discussing addictions & healthy lifestyles</p>	<p>Grammar:</p> <p>Revision of negatives</p> <p>Adverbs of frequency & quantity</p> <p>Demonstrative pronouns</p> <p>Using the passive</p> <p>Using absolute superlatives</p> <p>Using modal verbs to give advice</p> <p>Revision of imperatives</p> <p>Writing tasks:</p> <p>Giving advice to improve lifestyle</p> <p>General Conversation Qs for speaking exam:</p>
<p>Term 2</p>	<p>Topics:</p> <p>What can I do to help the environment? / What can I do to make the world a better place?</p> <p>Sharing the planet (Climate, Global issues & The Environment)</p> <p>Pollution</p> <p>Global warming</p> <p>Talking about natural disasters</p> <p>Talking about local actions</p>	<p>Using the present subjunctive and commands</p> <p>Using the imperfect continuous</p> <p>Writing tasks:</p> <p>Proposal to improve recycling in your school</p> <p>General Conversation Qs for speaking exam:</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Term 3	<p>3 What is my role in society? / How do my surroundings affect the way I live?</p> <p>Social organisation (Social Issues) Poverty, homelessness, crime, “youth issues”, drugs</p> <p>Preparation for speaking assessment</p> <p>Topics:</p> <p>Speaking exam at the end of this term (before February half term)</p>	<p>Aim:</p> <p>Preparation for the speaking exams before half term! + Practice of listening, reading and writing</p>
Term 4 and 5	<p>Revision for final exams</p>	<p>Preparation for the listening, reading and writing exams</p>