



HARRODIAN

12S (YEAR 8)
CURRICULUM HANDBOOK
2023 - 2024

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 12s (Year 8 pupils) at Harrodian.

In the 12s all pupils will be studying the following subjects:

Biology
Chemistry
English
French
Geography
History
Mathematics
PHSRE and Citizenship
Physics
Religious Studies
Sports

In the 12s, pupils will have the option to study one of the following:

- Spanish or Italian
- Latin in addition to two other subjects from the following list: Art, Music, Drama, Physical Education and Computing.

Those pupils who choose not to continue studying Latin will have the option to study four of the following: Art, Music, Drama, Physical Education and Computing as part of their curriculum.

Ideally a pupil will continue the options they chose whilst in the 11s.

Written reports will be uploaded onto the Parent Portal during the academic year. Parents will also be invited to attend two Parents' Evenings. During these evenings pupil progress can be discussed with subject teachers and there will be a chance to meet the Form Teachers and Head of Year.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

12s can expect to receive two pieces of homework each night, which should take 40 minutes each. A homework timetable will be issued to each pupil at the beginning of the Autumn Term. In addition, pupils will be expected to read for a minimum of 20 minutes each night.

Should you require further information, please do not hesitate to contact the relevant Head of Department or me for assistance.

Mr D Sanders
Head of Curriculum, Assessment and Monitoring (Upper)

ENGLISH

Topics to be covered this year:

- Study of a classic text
- Shakespeare play
- Public Speaking competition
- Conflict poetry
- Short stories
- Comprehension skills
- Creative writing
- Transactional writing

By the end of the year pupils should be able to:

- read and comprehend a variety of texts
- infer and deduce meanings in texts, identifying how meaning is implied
- use evidence from texts to explain points in extended answers and essays
- plan, write, edit and redraft a variety of text types, using a style that is appropriate to purpose and audience
- spell all common words correctly, and use spelling strategies to meet personal spelling challenges
- use capital letters, full stops, question marks or exclamation marks, apostrophes, commas and speech marks correctly at all times; use colons and semi-colons accurately most of the time
- be an active participant in class, group or pair discussion, showing sensitivity to other opinions; be able to support their own ideas with evidence

Trips

The English Department aims to arrange one theatre trip for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar. Occasionally, theatre companies, cultural artists and authors are invited to give workshops in school.

Assessment and Marking

Pupils' work will be marked at regular intervals. Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment and detailed teacher marking. At regular intervals pupils will be required to produce extended writing and reading tasks that will be assessed formally.

Textbooks

In order to facilitate the close study and annotation of the set novels, pupils must purchase the texts through the school. A variety of textbooks and resources are used in class throughout the year. Literacy textbooks may be sent home on occasion, but they belong to the school and pupils must return them. Dictionaries and thesauruses are available in all classrooms.

FRENCH

Topics to be covered and consolidated this year:

- Talking about school holidays and past holidays (duration, destination, transport, activities, problems)
- Visiting a theme park
- Festivals, celebrations and special days
- Food at the market and special dishes
- Talking about a future trip
- Digital technology and TV programmes
- Going to the cinema
- Leisure activities and shopping
- Where you live
- The weather
- Helping at home
- Daily routine
- Phonics and phonemes

By the end of the year pupils should:

- be able to use orally and pronounce correctly, to recognise in the written form, to understand and write key vocabulary and structures related to the topics covered
- be able to read aloud short passages including familiar and some unfamiliar words
- be able to use different tenses (past, present, future) in a variety of contexts
- be able to express opinions on issues discussed in class, such as special days and holidays
- be able to interact adequately in various situations, such as at the cinema or at the market
- be able to understand and answer questions on the topics studied

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests and end of unit tests focussing on the three or four main skills. Pupils will also sit a final assessment in the four skills during the Summer Term. Pupils will receive a grade or a mark as well as a target.

Textbooks

Dynano 2 Red or Green

GEOGRAPHY

Topics to be covered this year:

Term One

- Tectonic processes

Term Two

- Africa

Term Three

- Antarctica
- Coasts

By the end of the year pupils should be able to:

- describe and explain the location of earthquakes and volcanoes
- give examples of volcanic eruptions and earthquakes
- understand the importance of Africa as a world region
- describe and explain the different biomes in Africa
- understand some of the issues facing parts of Africa such as poaching, climate change and coltan mining
- investigate the geography of Antarctica
- describe and explain coastal processes and landforms
- continue to develop cartographic and graphical skills

Trips

There will be a trip to the Natural History and Science Museums to support the units of work on rocks and landscapes and tectonic processes as well as the development of pupils' geographical skills

Assessment and Marking

Pupils will receive an attainment grade (A-D) and an effort grade (1-4) along with a target for improvement for their next piece of work. These targets correspond to the list pasted into the front of pupils' exercise books. On receipt of their books pupils must write out their targets in full. Teaching staff are available at the end of lessons, break times and lunch times for extra help. Formal assessment will take the form of written assignments, group work and debating, presentations and end of unit tests.

Textbooks

Geog. series of textbooks

Progress in Geography

KS3 Geography: Heading Towards AQA GCSE

HISTORY

Topics:

The Industrial Revolution

- How did Britain change between 1750 and 1900?
- How did the Industrial Revolution affect life in Britain?
- How did life change during the reign of Victoria?

The British Empire and Slavery

- Which countries made up the empire and how did Britain conquer them?
- Was the British Empire a good thing?
- Why did the British need slaves?
- What was life like for slaves and why was slavery abolished?
- How have Black people in the USA lived since the abolition of slavery?

The French Revolution

- Why was there a revolution in France in 1789?
- What was the impact of the revolution on France and Europe?

By the end of the year pupils should:

- have an understanding of the importance of the Industrial Revolution and the British Empire, and the French revolution
- have developed their skills of source analysis and essay writing in preparation for the end of term internal examination

Assessment and Marking

Books will be marked at least once a fortnight and pupils will receive either a written comment and target or, for more substantial assessments, a letter grade for attainment and a number grade for effort. There will be formal assessments based on essay writing and source analysis. Regular factual tests will be marked numerically. Pupils will sit an internally set examination in the summer.

Textbook

Industry, Invention and Empire by Aaron Wilkes

MATHEMATICS

Topics to be covered this year:

- Numbers; Ratio, proportion and rates of change; Algebra; Geometry and Measures; Statistics and probability; Investigations and Problem Solving

By the end of the year pupils will have met the following topics:

- **Whole numbers and decimals:** integers and decimals; multiples and factors; prime numbers; LCM and HCF; squares and cubes; square root; cube roots.
- **Measures, perimeter and area:** metric and imperial measurements; perimeter and area of a rectangle; area of a triangle; area of a parallelogram and a trapezium.
- **Expressions and formulae:** simplifying and substituting; indices; like terms; expanding brackets; substitution into formulae; writing a formula.
- **Fractions, decimals and percentages:** ordering decimals; fractions and decimals; adding and subtracting fractions; fractions of a quantity; percentages of amounts; fractions, decimals and percentages.
- **Angles:** properties of a triangle; angles in parallel lines; properties of a quadrilateral; properties of a polygon; congruent shapes.
- **Graphs:** drawing straight-line graphs; equation of a straight line; real-life graphs; time series graphs.
- **Mental calculations:** rounding; mental addition and subtraction; multiplying and dividing by powers of 10; mental multiplication and division; mental addition and subtraction problems; mental multiplication and division problems.
- **Collecting and representing data:** collecting data; pie charts; bar charts and frequency diagrams; averages; averages from frequency tables; scatter graphs and correlation; stem-and-leaf diagrams.
- **Transformations:** transformations; combinations of transformations; symmetry; enlargements.
- **Equations:** solving one-step equations; solving multi-step equations; equations with brackets; real-life equations.
- **Written and calculator methods:** written addition and subtraction; written methods of multiplication; written methods of division; order of operations; addition and subtraction problems; multiplication and division problems; calculation methods.
- **Constructions and Pythagoras:** constructing triangles; bisectors; constructing perpendiculars; loci; scale drawings; bearings.
- **Sequences:** term-to-term rules; position-to-term rules; sequences in context; geometric sequences.
- **3-D shapes:** 3-D shapes; plans and elevations; surface area of a cuboid; volume of a cuboid; prisms.
- **Ratio and proportion:** ratio; division in a given ratio; direct proportion; ratio and proportion; percentage increase and decrease; comparing proportions.
- **Probability:** listing outcomes; probability; experimental probability; theoretical and experimental probability; sets.

Assessment and Marking

Marking is in accordance with departmental guidelines. Teaching staff are also available to help at break times and daily at lunchtime, by appointment. Formal assessments will take place at the end of each term.

Textbook

MyMaths for KS3 (books 2b and 2c)

PERSONAL, SOCIAL, HEALTH AND RELATIONSHIPS EDUCATION

In the Upper Prep School, we teach Personal, Social, Health and Relationships Education as a whole-school approach to underpin children's development. The Jigsaw Programme offers a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) start at the beginning of the school year, change each half term and incorporate key developmental themes.

In order to embed a spiral approach to learning, Jigsaw is also used in the Pre-Prep and Lower Prep, resulting in children building on their prior knowledge in an age appropriate and relevant way. The content is pupil driven and is in line with the most recent national guidance from the DfE. The main aim of PSHRE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives. We include the statutory Relationships and Health Education within our whole-school PSHRE Programme.

In the Upper Prep, each year group is taught one lesson per week during form time, as well as ten drop-down sessions throughout the academic year. All lessons are delivered in an age and stage appropriate way so that they meet pupils' needs.

Topics Covered:

These topics are revisited each year and developed appropriately for each age group.

- Being Me in My World - 'Who am I and how do I fit?'
- Celebrating Difference - respect for similarity and difference, anti-bullying and being unique
- Dreams and Goals - aspirations, how to achieve goals and understanding the emotions that go with this
- Healthy Me - being and keeping safe and healthy
- Relationships - building positive, healthy relationships
- Changing Me - coping positively with change

By the end of the year pupils should be able to:

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- learn how to cope with feelings and change

We also arrange additional experiences to further support pupils' development from external companies, which include:

- Talks from a Police Schools' Liaison Officer
- Social Media and Online Safety workshops
- Age appropriate relationships and sex education workshops
- Residential and team-building trips
- Language and empowerment workshops with Sixth Formers

RELIGIOUS STUDIES

Enquiry 1: How can we understand the world and morality without religion?

Utilitarianism, Kantian and Virtue Ethics; Ancient Greek philosophy

Enquiry 2: Are we responsible for our actions?

Examining philosophical and psychological explorations of this question.

Enquiry 3: What does it mean to live Biblically?

Examining what the Bible says about how to live and some of the different ways this has been understood.

Enquiry 4: Worldviews and societies

a) The perfect society?

b) How have Muslims and Christians contributed to peace and conflict?

By the end of the year pupils should:

- be aware of key discussions and perspectives in the field of ethics and philosophy
- be able to discuss and evaluate different views on religion's impact on peace and conflict both internationally and within the UK.

Assessment and Marking

Most homework will be given a percentage grade; other pieces of work will receive a letter grade for attainment and a number grade for effort. Marks will be accompanied by a comment or target to help pupils improve their work.

Textbooks

None

SCIENCE

Topics to be covered this year:

Biology:

- The human body - organ systems, basic physiology of the breathing and digestive systems
- Cell biochemistry - osmosis, diffusion and cellular respiration
- Human reproduction - male and female reproductive organs, puberty, growth and development of a foetus and birth of a baby
- Plant structure, photosynthesis, growth and reproduction

Chemistry:

- Types of reactions including oxidation, reduction and thermal decomposition; tests for gases
- Reaction of metals on non metals; physical reactions and chemical reactions
- Separation techniques
- Environmental Chemistry – acid rain, global warming, greenhouse effect

Physics

- Light and Sound
- Electricity
- Forces: Moments and Levers

By the end of the year pupils should:

- have extended their understanding of concepts in Biology, Chemistry and Physics and further developed their practical skills in order to plan and carry out simple and fair investigations
- understand the interdependence of organisms within an ecosystem and the impact of daily and seasonal changes on a habitat, as well as the role of plants within an ecosystem
- understand and be able to describe the main organ systems of the body and have a good understanding of the processes that occur within all living organisms
- understand the requirements of humans for growth, survival and successful reproduction and be able to compare and contrast plants and animals
- understand the kinetic theory of matter and relate this to processes such as diffusion
- understand and be able to describe different types of reactions; know the tests and results of the main gases and be able to make predictions based on the reactivity series
- understand the relevance of human actions on the environment in terms of acid rain, global warming, greenhouse gases and how to relate data to these settings
- be able to separate elements, compounds and mixtures using various techniques including filtering, evaporation, chromatography and distillation
- understand the properties of light and sound, including reflection and refraction
- understand the principles of electricity; the significance of circuits and all the different components; basic knowledge of current and voltage

Assessment and Marking

Pupils will follow a one year course and study all three areas of Science as one subject. Lessons will be broken down into the three separate sciences. Marks are accompanied by a comment or explanation to help pupils correct their mistakes and staff are also available at the end of the lesson, and at break and lunchtimes for assistance. Formal assessments will take the form of end of topic tests and there will be an end of year examination.

Textbook

Activate Science for AQA

SPORTS

PE and Sport lessons should aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Term One

- Invasion Games - Football, Netball, Cross Country
- Health Related Fitness

Term Two

- Invasion Games - Rugby, Hockey, Rugby, Football
- Health Related Fitness and GymRun
- Cross Country

Term Three

- Swimming (clubs and competitive galas) and Athletics

By the end of the year pupils should be able to:

- have developed their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- have continued to develop skilful attacking and team play developing fluency and timing and consolidating on how to work well as a team when attacking and defending and the changeover between the two
- be able to think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- be able to enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- be able to adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- begin to develop interpersonal skills pertinent to sport ie. communication skills, listening skills, sharing, co-operation and leadership

Extra-Curricular Activities

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week. There is a busy fixtures programme for all pupils, at a range of performance levels, which takes place during the week as well as at the weekends. Pupils are given access to and contacts for outside clubs.

Assessment and Marking

Marks will be given for attainment and effort each term. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. Pupils are continually assessed in four strands of learning: Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; and Evaluating and Improving Performance. There are celebration assemblies at the end of each term to award pupils for effort, enthusiasm, excellence, and improvement. Our Harroddian Sports values underpin all assessment decisions.

OPTION - ART AND DESIGN

Topics to be covered during this year:

Term One: Viewpoints - Letters

- Observational drawing from a primary and secondary source
- Use of stencils and graphite and paper collage
- Explore the work of contemporary and modern artists
- Work in groups and as individuals
- Explore a variety of viewpoints – use of line
- Make work combining multiple viewpoints - Cubism
- Adapt and modify work in progress
- Colour blending, gradient tones
- Use of colour to express mood or atmosphere

Term Two: Development of Drawings

- Refining and modifying work in progress
- Use of the viewfinder to select details and simplify areas
- Enlarge selected details making use of traditional grid
- Mixing and matching colour from digitally enhanced secondary source photo
- Paint a basic colour wheel – primary and secondary colours
- Make use of complementary colours in paintings
- Drawing and recording 3D letters

Term Three: Changing Styles

- Make work in response to viewing urban artists' letter styles, work and conventions
- Explore materials in a controlled and experimental manner
- Make good use of contrast and/or colour and tone in a more controlled and purposeful manner
- Complete work to a high level of finish

Assessment

Continual throughout the year according to the curriculum guidelines and criteria.

OPTION - COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of Computer Science and are responsible, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to express themselves and develop their ideas using technology, building skills which will enable them to understand and manipulate the digital world in which they will live and work.

Topics to be covered this year:

- **Programming a quiz in Python**, using selection statements and a score variable.
- **Networks including the Internet**: understanding the benefits, and risks, of connecting computers in networks. Make a video with images and sound recordings to show findings.
- **Operating systems** and the “Human-Computer Interface”.
- **Binary**: character encoding and converting from binary to decimal.
- **Sorting**: examine how computers and humans cope with sorting and experiment with running sorting algorithms on different sets of data.
- **Building a “chatbot” in Python**, using lists, comparison operators and random choices, attempting to make a computer appear intelligent by holding a conversation with a human.

Assessment and Marking

A-D grades will be given for understanding of subject concepts and quality of classwork, and number grades 1-4 given for effort and work ethic. These are awarded for each topic and are reflected in reported grades. Feedback will focus on what was done well and targets for improvement. There is an in-class end of year assessment.

Resources

Literature and workbooks, which students require, will be provided. Links and tutorials will also be available via Google Classroom. Textbooks: Compute-IT1&2 by Dorling and Rouse, published by Hodder Education.

OPTION - DRAMA

Topics to be covered this year:

- Tackling Shakespeare
- Theatrical genres
- Mime and physical comedy
- Characterisation through improvisation
- Script work
- Script writing and devising theatre
- Stage combat

By the end of the year pupils should:

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- have developed their understanding of the uses of improvisation
- be aware of the use of status in Drama
- be aware of the components of characterisation in Drama
- be familiar with concept and uses of blocking and accepting
- have had the opportunity to perform scripted work

Assessment and Marking

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups.

OPTION - ITALIAN

Topics to be covered this year:

- Daily routine
- Talking about family
- Asking for and telling the time
- Describing a house, rooms and furniture
- Talking about jobs, work activities and places of work
- Shopping for clothes and giving opinions about them
- Holidays, means of transport and accommodation

By the end of the year pupils should be able to:

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- talk about family, holidays and shopping
- express opinions and likes and dislikes about topics such as clothes, food, holidays etc.
- take part in role plays about shopping and ordering food and drinks
- have a sound knowledge of grammar points, specifically the present tense of regular and common irregular verbs; the present tense of modal and reflexive verbs, the present continuous, the future tense, the perfect tense with *avere*; comparatives and superlatives; prepositions

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests usually focusing on one skill only. At the end of each module, a more thorough assessment will be made through an end of module test, where pupils will be tested on a minimum of three out of four skills - listening, speaking, reading, writing. Pupils will also sit an end of year examination in the four skills. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

Textbook

Amici d'Italia 1 (units 5-9)

OPTION - LATIN

Topics to be covered this year:

Term One

- Syntax and grammar: revision of 11s syllabus, introduction to new syntax and grammar topics including 3rd declension nouns, the irregular verbs *sum* and *possum*

Term Two

- Syntax and grammar: continued study of new syntax and grammar topics including pronouns, comparison of adjectives, future and pluperfect tense of verbs

Term Three

- Syntax and grammar: further study of new grammar and syntax topics; revision of grammar and syntax studied throughout the year

By the end of the year pupils should:

- have a strong command of new syntax and grammar topics studied
- be able to manipulate simple sentences into Latin
- have a strong command of all new vocabulary

Assessment and Marking

Pupils will be frequently tested on vocabulary, grammar and translation.

Pupils will sit an examination at the end of the year. Pupils' work will be marked according to department guidelines. Teaching staff will be available at the end of lessons, break times and during the weekly departmental drop-in session.

Textbooks

So You Really Want To Learn Latin 1 and 2, *Who said Latin's dead level 1 and 2 workbooks*, ISEB Grammar and Exercise Books, other departmental resources.

OPTION - MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in a variety of genres and styles via singing and performing, composing and listening. A wide variety of musical styles are covered, from classical music through to jazz and world music genres.

Topics to be covered this year:

1. Baroque Music
2. Jazz and Blues
3. Bossa Nova
4. Music in the Media
5. Popular Song

During the study of the above topics, pupils will develop their skills in the following areas:

- **Singing and performing:** Pupils will sing regularly from an extended repertoire with a sense of ensemble and performance. This will include focus on accurate pitching, good phrasing and dynamic contrasts. They will develop their skills in singing in harmony through two and three part songs. Pupils will expand the rhythmic scope of melodies on the keyboard, following staff notation written on one or two staves. They will develop their skills in playing with two hands.
- **Composing:** Pupils will study existing songs which use primary and secondary chords and then compose chord sequences of their own. They will compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure and harmonise these melodies using root notes from primary chords and appropriate cadences.
- **Listening:** Pupils will develop the technical ability to identify the use of musical elements in the music they study throughout the year. They will further develop their understanding of the meaning and purpose of music being listened to.

Assessment and Marking

Practical and written work will be assessed through teacher feedback and peer assessment.

Pupils are encouraged to take part in extra-curricular musical activities including the Training Choir, Auditioning Choir and Upper Prep Band Club.

OPTION - P.E.

The optional Physical Educational programme course encourages values such as organisation, communication, perseverance, leadership and honesty, in conjunction with enabling pupils to become highly skilled performers. In the 12s, the emphasis is on consolidating the concepts explored in the 11s to establish competent, confident and expert techniques enabling pupils to apply them across different sports and physical activities. Pupils are encouraged to gain an appreciation of what makes a performance effective and how to apply these principles to their own and others' work. They should also develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand the long-term health benefits of physical activity.

Topics to be covered in the 12s:

- Health Related Fitness and Fitness Training
- Coaching and Teaching
- Olympic Games
- Ethical Issues, Funding, Drugs and Diversity
- Disability Sports
- Pre-Prep Sports Coaching

Pupils will have the opportunity to consolidate and extend their skills in the main team sports that they currently specialise in throughout the school year such as Netball, Football, Hockey, Rugby, Rounders and Cricket. There will also be greater opportunities to develop and increase fitness levels and gain a wider appreciation of different methods of training, fitness testing and leadership skills. There will also be exciting opportunities to try other sports and team building activities to stimulate interest and challenge pupils to develop new skills and knowledge. There is flexibility in the planned curriculum to offer the pupils a degree of ownership over their activities and it is perfect for those pupils who want to increase their sports contact time, learn new skills and facilitate the achievement of their sporting potential.

This option will also provide pupils with the start of a pathway to our Sports Science subject in the 13s, then allowing for a smooth transition into possible GCSE and A Level choices in the future.

Assessment and Marking

Summative assessment in PE is ongoing and will take place through verbal feedback in lessons. Pupils will also be encouraged to assess their own and others' performance and give constructive feedback. Pupils will be assessed in line with the School's marking and assessment policy with grades recorded in progress and end of term reports.

OPTION - SPANISH

Topics to be covered this year:

- Daily routine
- Phonics and phonemes
- Transport
- Directions and places in town
- Local area and types of towns
- Organising to go out and making excuses
- Meal times, food and drink
- At the restaurant
- Clothes and shopping
- Spanish festivals and celebrations
- Holiday activities and destinations
- Discussing cinema, concerts, events
- TV programs, technology and music

By the end of the year pupils should:

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- be able to pronounce correctly familiar and some unfamiliar words and be able to read aloud a passage on the topics studied
- describe pictures and make short presentations on the topics covered
- talk about and ask questions about one's family using adjectives and comparatives
- translate paragraphs from English into Spanish
- express opinions of likes and dislikes on topics such as food and drink and leisure activities
- take part in role plays, giving and asking for directions, organising to go out with a friend and ordering food in a café
- have a sound knowledge of basic grammar points specifically the present, preterite and future tenses, adjectival agreement, question words and demonstrative pronouns

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests usually focusing on one skill only. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Pupils will sit end of module tests assessing different skills, as well as an end of year examination.

Textbook

¡Viva! Book 2 (second edition) (Modules 1-5)