



Art Department

Time/Lessons	Autumn Term	Time/Lessons	Spring Term	Time/Lessons	Summer Term
	Unit 7: <b>Natural Forms Textile Design.</b> 6 doubles 7 singles		Unit 8: <b>Movement and animation – lens based</b> 6 doubles 5 singles		Unit 9 : <b>Painting</b> 5 doubles 4 singles
3 doubles 3 single lessons.	<p><b>Introduction to Textile Design Project.</b> How have artists/textile designers used the natural world to inform their work. (Both contemporary and historical) Printed textiles and fashion. (Zandra Rhodes, William Morris)</p> <p>Contextual element looking at the work of Angie Lewin. (1 single) Discuss process and how print can be turned into textile design/wallpaper. Pupils to copy an image and respond in their own words.</p> <p>Drawing natural forms. (3 double lessons) (Seed pods, shells,) Working with pencil/ tone/ mark making. Working with pen and ink/wax crayons. (large scale studies)</p> <p>Introduction to Batik. Cultural element,origins etc ( Purpose, context) Introduce a variety of Batik artists. Students carry out their own research. critical analysis/research skills.</p>	2 doubles ;2 singles	<p><b>PLASTICINE</b> : <b>Introduction to Stop Frame Animation project.</b> How can a painting be animated? Look at Aardman (Wallace and Gromit). Making a head to animate. Using mobile phones or cameras to capture frames and creating SFA using moviemaker or other programmes available on devices. This can be done in small groups.</p> <p>Contextual element: A chosen Surrealist painting will be either the beginning or the end frame of a short plasticine animation.</p> <p>Techniques: Storyboarding, modelling, painting, creating a set from cardboard. Using the camera / creating a tripod and using registration marks to line up.</p>	1double  2 double  2 double	<p>Introduction to Expressive Portrait Painting Contextual studies: Analysing the work of portrait artists and use of colour to express emotion. <b>Techniques.</b> Revising colour mixing and mark making with paint. Exploring texture and colour as visual language. (Looking at how the have used colour to express emotion)</p> <p>Investigate the work of Karl Schmidt-Rottluff Make a critical response and experimentation with painting technique.</p> <p>Recap on structure of the face, revisit portraiture techniques covered in year 7. Self portrait study. Composition/ golden triangle/ photography session.</p> <p>Paint technique and producing expressive portrait.</p>

2 doubles 2 singles	<b>Planning your Batik design. Students create their own designs based on their natural form studies. (Focus on composition, repeat pattern, colour, form) Work completed in sketchbooks. Mock design technique. Using the tools. Health and Safety.. Creating Batik final piece.</b>	1 double;1 single	<b>Shooting the final film and editing on Windows movie maker or similar.</b>
1 double 1 single	<b>Batik designs and evaluation.</b>		

### Computing Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
2	Idea generation: Coming up with ideas	2	Scoping: Marketing	1	Take the app further
2	Idea generation: Organising and refining	2	Scoping: Target Audience	3	HTML5 & Social Media integration
2	Idea generation: Screening and selecting	2	Scoping: The solution	4	Web development using Javascript & CSS
4	App Development: Introduction to new product development	2	Product Development: Build		
6	App Development: Introduction to app building	2	Product Development: Test		
		2	Product Development: Business case & Marketing		
		1	Pitch & Competition: Pitching the product		

## Drama Department

NO. OF WEEKS	AUTUMN TERM	NO. OF WEEKS	SPRING TERM	NO. OF WEEKS	SUMMER TERM
8	MONOLOGUE	7	DOCUMENTARY THE- ATRE	2	SCRIPT ANALYSIS
6	MACBETH	6	THE PRICE OF FAME	7	SCRIPT WORK

## English Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
Half-term	<p><b>Poetry</b></p> <p><i>WW1 poetry / Songs of Ourselves selection</i></p> <p><i>(R) Comparative essay</i></p>	Half-term	<p><b>Shakespeare</b></p> <p><i>Macbeth/Much Ado About Nothing</i></p> <p><i>(S &amp; L) Drama</i></p> <p><i>(R) Analytical essay</i></p>	Half-term	<p><b>Different cultures poetry</b></p> <p>Exam preparation</p> <p>Revision of Writing Skills</p> <p>(R) poetry analysis</p> <p>(W) original writing</p>
Half-term	<p><b>Novel</b></p> <p><i>Frankenstein/Heroes/Woman in Black</i></p> <p>(R) analytical essay – theme/ character/style</p>	Half-term	<p><b>Media</b></p> <p><i>The Sandman</i></p> <p>Analysis of the use of media features</p> <p>(S &amp; L) group presentation</p> <p>(W) commentary</p>	Half-term	<p><b>Transition unit</b></p> <p><i>Let Him Have It</i> unit linked to the research of texts and bias/ plausibility in texts</p> <p>(R) Commentary</p>

## French Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
Approx 6 weeks	<p><b>Module 1: Ca t'intéresse?</b></p> <p><b>Unit 1</b> Discussing what's on the television Using direct object pronoun</p> <p><b>Unit 2</b> Talking about films Using the perfect tense</p> <p><b>Unit 3</b> Describing your routine The perfect tense of reflexive verbs</p> <p><b>Unit 4</b> Talking about what you read Using <i>aller</i> + the infinitive</p> <p><b>Unit 5</b> Describing what you saw or read Using present, past and future tenses</p>	Approx 6 weeks	<p><b>Module 3: En bonne santé ?</b></p> <p><b>Unit 1</b> Talking about illness Expressions with <i>avoir</i> and <i>être</i></p> <p><b>Unit 2</b> Describing injuries More on the perfect tense</p> <p><b>Unit 3</b> Healthy living Using negatives</p> <p><b>Unit 4</b> Understanding and giving advice Using imperatives</p> <p><b>Unit 5</b> Understanding a complex text Using emphatic pronouns</p>	Approx 6 weeks	<p><b>Module 5: On y va !</b></p> <p><b>Unit 1</b> Learning about a region of France Using adjectives</p> <p><b>Unit 2</b> Travel arrangements Using different tenses in sentences</p> <p><b>Unit 3</b> Arranging hotel accommodation Using the conditional</p> <p><b>Unit 4</b> A visit to an attraction Understanding authentic texts</p> <p><b>Unit 5</b> A visit to a sporting event Using verbs with <i>à</i> or <i>de</i></p>
	<p><b>Module 2: L'avenir</b></p> <p><b>Unit 1</b> Planning what you will do The future tense with <i>on</i></p> <p><b>Unit 2</b> Talking about the future Using the future tenses</p> <p><b>Unit 3</b> Talking about future careers Using <i>quand</i> with the future tense</p> <p><b>Unit 4</b> Learning why languages are important Connectives in complex sentences</p> <p><b>Unit 5</b> Using languages: a case study Using more connectives</p>		<p><b>Module 4: Il était une fois</b></p> <p><b>Unit 1</b> Talking about what you used to do The imperfect tense with <i>je</i></p> <p><b>Unit 2</b> Talking about sports you used to do More practice with the imperfect tense</p> <p><b>Unit 3</b> A whodunnit! Understanding a narrative in the imperfect tense</p> <p><b>Unit 4</b> Who did it? Using <i>qui</i> and <i>que</i></p> <p><b>Unit 5</b> A profile of two sportspeople Understanding a range of tenses</p>		Approx 6 weeks

## Geography Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
14	Plate tectonics	14	Glaciation	10	Trade and aid/ development issue
8	Crime	6	Globalisation, trade and aid	4	Revision and school exam
				6	IGCSE skills/ independent project linked to GCSE option

## German Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
12	<p><b><u>Module 1: Die Ferien</u></b></p> <p><b><u>Unit 1: Was machst du im Sommer?</u></b> Saying what you do at different times of the year Using verbs in the present tense with <i>ich / du / er / sie / wir</i></p> <p><b><u>Unit 2: Wo warst du?</u></b> Talking about where you went in the holidays. Using <i>ich war</i> and <i>es war</i> to describe a past holiday</p> <p><b><u>Unit 3: Was hast du gemacht?</u></b> Talking about places to stay Saying what you did, using the perfect tense</p> <p><b><u>Unit 4: Der Europark ist toll</u></b> Saying what you did at the weekend Using the perfect tense with <i>haben</i> and <i>sein</i></p> <p><b><u>Unit 5: Skiurlaub</u></b> Talking about a winter holiday Practising the perfect tense</p>	12	<p><b><u>Module 3: Nach der Schule</u></b></p> <p><b><u>Unit 1: Siehst du gern Krimis?</u></b> Talking about different types of TV programme Saying what you like or prefer using <i>gern, lieber</i> and <i>am liebsten</i></p> <p><b><u>Unit 2: Sie schicken SMS</u></b> Using the 12-hour clock Saying what you and your friends do after school, using <i>sie</i> (they)</p> <p><b><u>Unit 3: Skater!</u></b> Understanding an interview with a young sportsperson Using <i>müssen</i> with an infinitive</p> <p><b><u>Unit 4: Ausflug in den Schwarzwald</u></b> Talking about an after-school trip <i>Word order: time, manner, place</i></p> <p><b><u>Unit 5: Alibi</u></b> Reading for gist and detail Changing pronouns in the perfect tense</p>	12	<p><b><u>Module 5: Wir gehen aus</u></b></p> <p><b><u>Unit 1: Es tut mir Leid</u></b> Accepting and turning down invitations Giving reasons using <i>weil</i> (because)</p> <p><b><u>Unit 2: Kleidung</u></b> Talking about what you will wear, using the future tense Using adjectives to make sentences more interesting</p> <p><b><u>Unit 3: Auf der Party</u></b> Talking about a party you have been to Using <i>ihr</i> (you)</p> <p><b><u>Unit 4: Mein Tagesprogramm</u></b> Talking about your daily routine <i>Using separable verbs</i></p> <p><b><u>Unit 5: Probleme!</u></b> Talking about problems Understanding <i>ich hatte</i></p>

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
12	<p><b><u>Module 2: Einkaufen und Essen</u></b></p> <p><b>Unit 1: <i>Auf dem Markt</i></b> Buying fruit and vegetables Using the <i>Wortschatz</i></p> <p><b>Unit 2: <i>Im Café</i></b> Ordering in a café Using the perfect tense with <i>ich / er / sie / wir</i></p> <p><b>Unit 3: <i>Wo gehst du einkaufen?</i></b> Saying what you can buy in different shops Using <i>in</i> + dative to say where you shop</p> <p><b>Unit 4: <i>Taschengeld</i></b> Talking about pocket money Working out words in context</p> <p><b>Unit 5: <i>Einkaufsbummel</i></b> Saying what shops someone went to and what they bought Understanding <i>um ... zu</i> (in order to ...)</p>	12	<p><b><u>Module 4: Gesundheit!</u></b></p> <p><b>Unit 1: <i>Der Körper</i></b> Naming the parts of the body Using possessive adjectives</p> <p><b>Unit 2: <i>Was ist los mit dir?</i></b> Saying what's the matter Using <i>wenn</i> (if/when)</p> <p><b>Unit 3: <i>Beim Arzt</i></b> Describing symptoms Using modal verbs</p> <p><b>Unit 4: <i>Iss dich fit!</i></b> Talking about healthy and unhealthy eating Using adverbs of frequency to talk about eating habits</p> <p><b>Unit 5: <i>Immer im Training</i></b> Understanding a longer text about sport Writing an interview using different tenses</p>	12	<p><b><u>Module 6: Austausch</u></b></p> <p><b>Unit 1: <i>Was willst du machen?</i></b> ( Saying what you want to do, using <i>ich will</i> and <i>wir wollen</i> Practising the time-manner-place rule</p> <p><b>Unit 2: <i>Ein Spaziergang in Stuttgart</i></b> Learning about a German city Writing about a shopping trip in the perfect tense using <i>sie</i> (they)</p> <p><b>Unit 3: <i>Klassenfahrt nach Österreich</i></b> Reading a longer text about a school trip Reading and listening for information about the past, present and future</p> <p><b>Unit 4: <i>Das Stuttgart-Spiel</i></b> Playing a game in German <i>Talking about the past, present and future</i></p> <p><b>Unit 5: <i>Projekt: das Olympiadorf</i></b> Giving information about a town or village Using media as a source of language</p>

## History Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
8 weeks	The Industrial Revolution -Causes / definitions -Inventors -Children in the mills and factories -Protest -The Peterloo Massacre -1832 Reform Act -Chartists -Suffragettes	2 weeks	World War One -How did the War end? The Treaty of Versailles	4 weeks	The Holocaust
6 weeks	World War One -Causes -Why men went to war and Conscientious objectors -Soldiers experiences -Focus on a battle e.g. The Somme / Ypres -Emergence of new technology -The Home Front	2 weeks	The Inter War years	1 week	Revision
		8 weeks	World War Two -Causes -Independent Research project Options include:- The Battle of Britain The Home Front Spies and the SOE Dunkirk The Battle of the Atlantic The Role of women in WWII New technologies	1 week	Exam
				4 weeks	Britain Post 1945

## Latin Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
7*	Cambridge Latin Course Stage 17 'Alexandria' Grammar: genitive case (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> declensions) Background: Alexandria .	7	Stage 21 'Aqua Sulis' Grammar: perfect passive participles Background: Aqua Sulis and its baths.	7	Stage 24 'fuga' Grammar: pluperfect and imperfect subjunctive following <i>cum</i> Background: Travel and communication.
7	Stage 18 'Eutychus et Clemens' Grammar: gender Background: Glassmaking in Alexandria.	7	Stage 22 'defixio' Grammar: perfect active participles; more about the genitive Background: Magic and curses.	7	Stage 25 'milites' Grammar: indirect questions; more about the subjunctive Background: The legionary soldier.
7	Stage 19 'Isis' Grammar: <i>hic</i> and <i>ille</i> ; imperatives; vocative case Background: The worship of Isis.	7	Stage 23 'haruspex' Grammar: more about participles; the plural of neuter nouns Background: Roman religion.	7	Stage 26 'Agricola' Grammar: purpose clauses; gerundives Background: Senior officers in the Roman army; Agricola
7	Stage 20 'medicus' Grammar: present participles; <i>eum</i> , <i>eam</i> , etc Background: Medicine and science.				

\*timings are approximate



**Maths Department**

<b>Lessons</b>	<b>Autumn Term</b>	<b>Lessons</b>	<b>Spring Term (and summer up until school exams)</b>	<b>Lessons</b>	<b>Summer Term – after school exams</b>
9	Compound Measures and real life graphs, including functional skills task	9	Percentages including functional skills task	6	Accuracy and error bounds
9	Formulae and graphs (changing the subject and parallel and perpendicular lines)	12	Geometrical reasoning (bearings and trigonometry) including functional skills task	3	Congruency
12	Equations and inequalities (trial and improvement, simultaneous equations, inequalities)	9	Data Handling	3	Problem solving
6	Transformations	9	Algebra – manipulating expressions		
		9	Indices and standard form		

## Music Department

<b>Lessons</b>	<b>Autumn Term</b>	<b>Lessons</b>	<b>Spring Term</b>	<b>Lessons</b>	<b>Summer Term</b>
19 Lessons	<p><b>Instrumental Jazz</b></p> <p>Skills development on syncopated rhythms, scatting, comping and improvising.</p> <p>Ensemble work in groups on lead sheet interpretation.</p> <p>Theoretical work on major &amp; minor triads, major &amp; minor 7<sup>th</sup> chords and upper extensions.</p>	11 Lessons	<p><b>The Development of the Orchestra</b></p> <p>Skills development on score reading, ensemble playing and analysing musical features from a score and audio extracts.</p> <p>Peer teaching to recap historical musical periods.</p>	12 Lessons	<p><b>Contemporary Song</b></p> <p>Ensemble composition.</p> <p>Optional use of Music Technology to multitrack.</p> <p>Theoretical work on constructing chord progressions.</p> <p>Aural analysis of stylistic features.</p>
				2 Lessons	<p><b>Recapping KS3 Music</b></p> <p>Revision sessions.</p>
				5 Lessons	<p><b>Whacky Workshops</b></p> <p>Other 20<sup>th</sup> Century styles, inspired by Steve Reich, Peter Maxwell Davies, Stockhausen and John Cage.</p> <p>Challenges in composition and free improvisation in groups and as a class.</p>

## Physical Education Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
2	<b>Progression assessments:</b> Cooper run; coordination; ball skills	10	<b>Football</b> Build on Y8 skills and develop full match play and key umpiring skills	6	<b>Tennis</b> Build on Y8 skills and develop full match play and key umpiring skills
12	<b>Hockey</b> Build on Y8 skills and develop full match play and key umpiring skills	10	<b>Fitness</b> Build on Y8 skills and develop full match play and key umpiring skills	10	<b>Athletics</b> Build on Y8 skills and learn new events of Triple jump; 300m and Hammer.
12	<b>Netball</b> Build on Y8 skills and develop full match play and key umpiring skills	2	<b>Competitions</b> House football	10	<b>Cricket</b> Build on Y8 skills and develop full match play and key umpiring skills
6	<b>Gymnastics</b> Introduction into Sports Arco Gymnastics. Finishing in a whole class routine to music.		<i>Depending on the length of the spring term depends on when we start the summer sports. But the end of the spring term we start the</i>	2	<b>Competitions</b> House rounders and tennis, sport day and House cricket after school
2	<b>Competitions</b> Performances in gymnastics and house competitions in hockey and netball	6	<b>Rounders</b> Build on Y8 skills and develop full match play and key umpiring skills		

## Science Department

Biology Department					
Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
14 lessons	1.1 cell structure	25 lessons	3.1 carbohydrates, lipids and proteins	10 lessons	6.3 Plant responses
	2.1 organisation		3.2 Enzymes		8.2 Environmental change and distribution of organisms
	2.2 animal tissues, organs and systems		4.4 Digestion		11.0 Decay and the Carbon cycle
	2.3 plant tissues, organ sand systems		5.0 Defending ourselves against infectious diseases		Written assessment
	1.2 the movement of substances into and out of cells		4.5 Nervous system		
	Written assessment		Written assessment		

Chemistry Department					
Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
12	Fundamental ideas. An introduction to solids, liquids and gases. Atoms and subatomic particles. Chemical reactions and equations. Conservation of matter.	12	Crude oil and fuels. Understanding that crude oil is a mixture that can be separated by fractional distillation. Hydrocarbons. Homologous series. Combustion of fuels. Pollutants produced by combustion. Biofuels. Hydrogen as a fuel.	12	The Periodic Table Arrangement of the elements in the Periodic Table. Trends within the Periodic Table. Group I metals. Group VII non-metals. Transition metals.
12	Metals. The reactivity series. Extracting metals. Properties and uses of metals. Alloys. Recycling.	12	Other products from crude oil. Cracking alkanes. Alkenes. Properties of alkenes. Polymer preparation from alkenes. Thermosoftening and thermosetting plastics. Disposal of plastics.	9	Practical Skills. Measurement: Volume, time, pH, temperature and mass during an experiment. Observation skills: Colour changes, production of a precipitate or a gas and solubility.

Physics Department					
Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
5	<b>Sound</b> AQA iGCSE Specification 2.3 Sound waves. Relating sounds to wave forms. Ultrasound. Wave equation.	8	<b>Origins of the Universe</b> AQA iGCSE Specification 2.7 The Doppler effect and red-shift. Origins of the Universe and the Big Bang Theory.	6	<b>Energy Transfers</b> AQA iGCSE Specification 3.4, 3.5 Efficiency in energy transfers. Heating and insulating buildings.
3	<b>Light</b> AQA iGCSE Specification 2.4 Properties of light waves. Reflection.	8	<b>Heat Transfer</b> AQA iGCSE Specification 3.1 (a-d), 3.2, 3.3 Using kinetic theory to explain conduction and convection. Specific heat capacity calculations. Infra-red radiation.	6	<b>Domestic Electricity</b> AQA iGCSE Specification 4.3 (e, f, g) Using electrical appliances. Paying for electricity.
5	<b>Electromagnetic Spectrum</b> AQA iGCSE Specification 2.2 Properties and uses of waves in the electromagnetic spectrum.				
8	<b>Wave properties</b> AQA iGCSE Specification 2.1, 2.5 Refraction, total internal reflection, diffraction and interference of waves.				

Spanish Department

Time/ Lessons	Autumn Term	Time/ Lessons	Spring Term	Time/ Lessons	Summer Term
12 (Weeks 1-6)	<p><b>MODULE 1: Mi vida</b>  <b>Unit 1: Presentaciones</b>            Talking about activities; expressing opinions using <i>me gusta</i> ("I like")  <b>Unit 2: Mis amigos</b>            Describing friends using adjectives; using connectives: <i>y, pero, también, nunca</i>  <b>Unit 3: Tu nacionalidad</b>            Understanding nationalities; writing an extended text  <b>Unit 4: ¿A dónde vas?</b>            Talking about places in town; using <i>ir a</i> ('to be going to') + infinitive (near future)  <b>Unit 5: Una entrevista</b>            Doing an extended interview; using the present and the near future tenses together</p>	10 (Weeks 12-16)	<p><b>MODULE 3: Mis vacaciones</b>  <b>Unit 1: ¿Adónde fuiste?</b>            Describing past holidays; using the preterite of <i>ser</i> ("to be") and <i>ir</i> ("to go").  <b>Unit 2: ¿Qué hiciste?</b>            Saying what you did on holiday; using the preterite of <i>-ar</i> verbs  <b>Unit 3: ¿Qué tal lo pasaste?</b>            Giving more details of your holidays; expressing opinions about past events  <b>Unit 4: Un viaje estupendo</b>            Giving a presentation about holidays; using the present and the preterite together  <b>Unit 5: Hispanoamérica</b>            Learning more about Spanish-speaking countries; creating a poster about a Spanish-speaking country</p>	10 (Weeks 23-27)	<p><b>MODULE 5: De moda</b>  <b>Unit 1: La ropa</b>            Talking about clothes; making colours agree  <b>Unit 2: El uniforme escolar</b>            Talking about school uniform; using comparative adjectives (<i>más ... que</i>)  <b>Unit 3: ¿Qué prefieres?</b>            Choosing an item of clothing; using superlative adjectives (<i>el/la/los/las más...</i>)  <b>Unit 4: Vamos a visitar Argentina</b>            Talking about a trip to Argentina; using the present and near future tenses  <b>Unit 5: De compras en Barcelona</b>            Talking about different types of shop; using <i>se puede</i> ("one can") to say what can be bought there</p>
10 (Weeks 7-11)	<p><b>MODULE 2: ¡Diviértete!</b>  <b>Unit 1: La televisión</b>            Talking about television programmes; giving opinions using adjectives  <b>Unit 2: Las películas</b>            Talking about films; comparing things using <i>más ... que</i> ("more ... than")  <b>Unit 3: ¿Te gustaría ir a la bolera?</b>            Inviting someone to go out; adding expression to your spoken Spanish  <b>Unit 4: No puedo...</b>            Making excuses; using <i>querer</i> ("to want") and <i>poder</i> ("to be able to")  <b>Unit 5: Tengo un problema</b>            Saying what someone else likes or dislikes; using verb phrases with infinitives</p>	10 (Weeks 17-22)	<p><b>MODULE 4: La comida</b>  <b>Unit 1: ¿Qué desayunas?</b>            Talking about mealtimes; understanding time expressions  <b>Unit 2: En el mercado</b>            Shopping for food; using high numbers  <b>Unit 3: En el restaurante</b>            Eating at a restaurant; understanding the difference between <i>tú</i> and <i>usted</i> (formal and informal addressing terms)  <b>Unit 4: Una cena especial</b>            Talking about a past meal; using the preterite of <i>-er</i> and <i>-ir</i> verbs  <b>Unit 5: ¿Qué comiste ayer?</b>            Using the preterite of different verbs; writing an imaginative text</p>	10 (Weeks 28-32)	<p><b>MODULE 6: La salud</b>  <b>Unit 1: Me duele</b>            Learning the parts of the body; using <i>me duele</i> and <i>me duelen</i> (from <i>doler</i>, "to hurt")  <b>Unit 2: En la farmacia</b>            Describing symptoms; getting remedies  <b>Unit 3: ¿Tienes una dieta sana?</b> Talking about healthy and unhealthy food; making resolutions for the future  <b>Unit 4: La vida sana</b>            Talking about healthy living; using <i>para</i> to make verb phrases with infinitives.  <b>Unit 5: Mis pecados</b>            Talking about lifestyle changes; using three tenses together (present, past, future).</p>

## Technology Department

<b>Design Technology</b>			
<b>Lessons</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
1	Learning from Influential Designers and Design Movements from the past	Using a table to explain the best way of making the prototype and continue making.	How do the Fair Trade and Ethical Trading initiatives impact on design decisions.
1	Developing an understanding of different types of material and gaining a more in depth knowledge of how the properties of materials can influence design decisions.	Using orthographic communication to help others with technical knowledge to more fully comprehend design concepts.	Designing for a Sustainable Future. In teams the Students are to design and make a sustainable toy. They are to make a prototype of the product and develop marketing material that will convince investors and persuade people to purchase the product.
1	Shaping materials using formers and gaining an appreciation of how an adjustable former can be a more flexible tool for use in manufacture. Commercial methods of manufacture for thermoplastics.	Different methods of gluing materials together using adhesives, Epoxy Resin. PVA wood glue and Tensol Cement. Dry assemble the design prior to test its viability prior to more permanently joining the product together.	Sustainable Toy Design
1	Analysis of existing products helps develop greater technical understanding and can inspire creative thinking.	Testing of final outcome and evaluating the outcome based on consideration of function, aesthetics and the best way to manufacture the product.	Sustainable Toy Design
1	Modelling is a helpful means of being able to develop a greater understanding of how to make the final prototype product.	What is sustainability and how should this influence design decisions.	Sustainable Toy Design
1	Sourcing material and beginning the manufacturing process using the resources available in the school workshop.		Presentation and justification of design concepts to remainder of the group.
1	Drawing an exploded drawing using isometric projection and continue manufacture of prototype.		

<b>Food Technology</b>			
<b>Time/Lessons</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Lessons are 100 minutes and the girls alternate between FT and DT on a bi-weekly cycle lessons  7 weeks	Multi-cultural/food hygiene/Stirfry	Regional foods investigation	Profiteroles
	Revision of Eatwell plate/Vegetable curry	Budgeting Soup/savoury scones	Revision
	White sauce/Macaroni cheese/lasagne. Roux	Bread based pizza	Celebrity chef prepared for hmwk
	Introduce Pasta Project/Product analysis	Shepherd's pie/Fish pie	
	Pasta investigation	Creamed cake method	
	Final pasta dish	Quiche/ shortcrust pastry	
	Seasonal cookery	Seasonal cookery	