

# ART

## Why do we do art?

*“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”*

The National Curriculum for England

## What do we do in Key Stage 3 art at TNHA?

In Year 7, students will start with ‘The Wayne Thiebaud Cakes’ scheme of work. Students will develop an understanding of how to draw 3D forms and gain deeper knowledge of colour theory. Students gain confidence throughout year 7 by experimenting with many different art techniques and mediums, they are encouraged to use their imagination and to apply what they have learnt to their own ideas.

In Year 8, we develop the student’s skills and experience further. Students will explore Pop Art by looking at the works of Andy Warhol and the food packaging of today. Students also explore the Bauhaus movement and create a sewn final piece for the project; it has proven to be very engaging!

In Year 9, students refine their skills further, with an abstract portraiture project. Students develop a knowledge of traditional forms of portraiture and contemporary abstract portraits and create their own self-portrait. Students are encouraged to form their own opinions on artists work and debate their thoughts, which creates an engaging classroom environment.

## But don’t just take my word for it...

*“I really enjoyed drawing animals with a biro in year 7” – Melissa*

*“I enjoying being able to explore different art materials” – Niamh*

*“I like being able to express myself in art” – Oliver*

# DRAMA

## Why do we do drama?

*“All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.”*

The National Curriculum for England

## What do we do in Key Stage 3 drama at TNHA?

Drama lessons are an active and engaging way to explore a variety of topics and develop a range of skills.

In Year 7, students will start with ‘THE MANOR HOUSE’ scheme of work. Students will develop a story and create characters that set off on a journey to explore a haunted house! This gives students the opportunity to get to know their new classmates and develop their basic performance skills.

Confidence grows and skills develop throughout the year as we look at various topics such as Pantomime and performing with masks.

In Year 8, we develop the student’s skills and experience further. Students will explore Shakespeare by combining text extracts with stage fighting skills. They will also explore social themes through creating a documentary style drama around the story of the Hillsborough disaster.

In Year 9, students are opportunities to develop and lead their own creative projects with greater independence. They will explore the role of directors and designers in more detail and apply these to devised and scripted performances.

## But don’t just take my word for it...

*“Drama is very fun and exciting, especially when we do games” – Maddison*

*“I like that we get to act out lots of different scenes and stories” – Bobby*

*“I like it when we get to use the lights and sound effects” – Fin*

*“Drama is very fun simply because it’s very practical” - Poppy*

# Design Technology

Design Technology takes a practical approach and allows the students to experience working on different materials, with the knowledge and understanding of safe working practices already taught.

## Year 7

- **Health and Safety** makes up a key component of the learning at the start of Year 7 with an emphasis on the expected behaviour in a workshop environment. Students will be introduced to a series of **tools** and **equipment**, completing short and simple cutting exercises with an element of free choice design.
- Further projects will allow all students to gain an understanding of the varying **types of materials** available and how they can work with them. They will experience basic **electronics**, **soldering** and the forming of **plastics**.

## Year 8

- All students design and manufacture a **working prototype** to give them knowledge on how to use **wood joints**, which are common in the construction industry.
- A simple **engineering project** also gives them experience of **working with metals** with an emphasis on fixings and quality of finish.

## Year 9

- All students will be involved in the manufacture of three projects. One in **wood**, one using **metal** and one using **acrylic**. They begin to get the opportunity to problem solve a task using the knowledge gained from previous projects.



# ENGLISH

## Why do we do English?

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised”.

The National Curriculum for England

## What do we do in Key Stage 3 English at TNHA?

**Develop an appreciation and love of reading, and read increasingly challenging material independently through:**

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare seminal world literature.

**Write accurately, fluently, effectively and at length for pleasure and information through:**

- Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

**We have an amazing array of novels and plays for our pupils to enjoy, here a just a few:**

- **Year 7:** A Midsummer Night’s Dream, Oliver Twist, Skellig, Across the Barricades and Witch Child.
- **Year 8:** Romeo & Juliet, Monster Calls, Boy in the Striped Pyjamas and Animal Farm
- **Year 9:** Richard III, Of Mice and Men, Lord of the Flies, The Woman in Black, 1984 and To Kill a Mocking Bird.

# French

## Learning French at TNHA.

- The study of French seeks to provide students with proficiency in the language, as well as to offer them in-depth study of the culture and people of France and French Speaking countries.
- Students continue or embark on the study of French because, in general, they want to achieve fluency in a foreign or a second language. French is a very useful language to learn; it can be beneficial to learn it to enter professions in business, law, journalism, international affairs, science, social services, education, or politics. We believe that the knowledge a person can acquire about other people and cultures while studying a second language helps her or him better understand her or his own self and culture.
- Students study the full range of grammar as well as a substantial vocabulary, based on oral and written sources. At the end of the three terms, our students should be able to communicate in French using both simple and compound sentences. They should also have acquired a substantial everyday vocabulary and be competent to function in a variety of cultural situations. They should also be able to read and appreciate short literary texts and other cultural items produced in French. These learning outcomes are assessed through assignments embedded in the appropriate topics. We offer a varied curriculum that is designed to achieve these goals, supplemented by extracurricular trips abroad.
- **The Year 7 and 8 French** schemes of work have been written to reflect the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French people of their own age, on topics that interest and stimulate them. Pupils will be introduced to young French people and given an insight into the everyday life and culture of France and other French-speaking countries, encouraging intercultural understanding. Topics include: meeting and greeting, likes and dislikes, numbers, dates, ages, and birthdays; describing themselves, family, town and homes, free time including film and television, sports, and activities and an introduction to present and past tenses. Some resources related to these themes can be found in **Studio 1 Acces and Studio 1 and 2** textbooks.
- **In Year 9** students continue to study French as a foreign language if they have studied this in Year 7 and 8. All students will study a **series of topics**, which will allow them to further discover the **culture and traditions** of more target language countries by exploring the wider world. The vocabulary and grammatical structures covered will begin to **prepare students for the demands of the new linear GCSE AQA specification, Theme 1, Identity, and culture** (family and friends, relationships, role models, free time, festivals, and celebrations). Some resources related to these themes can be found in the Studio 1,2 and 3, and Studio AQA Foundation textbooks.

# Geography

At TNHA we aim to provide a high-quality geography education that inspires pupils. Our Intent is to create curiosity and fascination in our lessons that leads students to ask questions about the world and its people in it. Students should develop knowledge about diverse places, people and the natural and human environment.

In Years 7, 8 and 9 we deliver a rich foundation of varied topics embedded with Geographical Skills to give a broad and balanced curriculum. Students will have the chance to develop primary and secondary fieldwork skills preparing them for GCSE.

In Years 10 and 11 we follow the Edexcel B specification. A qualification that is engaging and relevant to today's geographers. It enables students to explore the world, the issues it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 7	<b>Geographical Skills</b> <b>Swaffham Project</b>	<b>Fantastic Places</b> around the world  <b>Project Fantastic Places</b>	<b>Why are there so any people in the world?</b> <b>Where do they all live?</b> (S)	<b>Landscapes, rocks and rivers</b>  (S)	<b>Globalisation</b>	<b>Primary fieldwork and data write-up</b>  (LK/S)
Year 8	<b>Weather and Climate</b>  <b>Antarctica Project</b>  (LK/S)	<b>Climate Change and</b> <b>Introduction to Energy</b>  <b>Dragons Den Project</b>	<b>Ecosystems - Savannah and Desert</b> <b>Drought and famine</b> (LK/S)	<b>Secondary Data write-up on Savannah and Deserts</b>	<b>Conflict Africa</b> <b>Shanty towns</b>  (LK)	<b>Conflict Blood Diamond</b> <b>Middle East Project</b>  (LK)
Year 9	<b>The Natural World</b> <b>The Biosphere</b>  (LK/S)	<b>Ecosystems Rainforest and Taiga</b>  (LK/S)	<b>World Energy and Sustainability</b>	<b>Landscapes</b> <b>Tectonics, the Earth, plate margins and Introduction to Earthquakes</b>	<b>Your Island home</b>  <b>Population and migration</b> (LK/S)	<b>London Project</b>  (LK)
Year 10	<b>Geographical Investigation – Coursework: DYNAMIC URBAN AREAS</b>  (LK/S)	<b>UK's evolving physical landscape- Coasts Processes, landforms and flooding.</b>  (S)	<b>UK's evolving physical landscape – Rivers</b>  (S)	<b>Development dynamics- aid and development. Case Study – India</b>  (LK)	<b>Revision for Mock exams Topic 6: Geographical Investigation COURSEWORK: RIVERS/COASTS</b> (LK/S)	<b>Geographical Investigation COURSEWORK: RIVERS/COASTS</b> (Time will be taken for Mock exam and Work Experience).
Year 11	<b>Megacities and Case study Mumbai</b>  (LK)	<b>Hazardous Earth Atmospheric Circulation and Tropical Storms</b> (LK/S)	<b>Hazardous Earth Earthquakes and volcanoes.</b>  (LK)	<b>Paper 3 Exam practice – 2 week project MOCKS and REVISION</b>	<b>REVISION</b>	

# History

## Curriculum Intent:

In History, we convey knowledge that fosters a cultural awareness, which enables students to develop into thoughtful, critical and productive members of modern society. There is a focus on nurturing a lifelong interest in History by studying a broad, knowledge-rich and inclusive curriculum, focusing on engaging topics that are relevant to life today. Learners will develop a range of key historical skills such as causation, consequence, significance, interpretations and change and continuity that will empower them to contemplate the foundation of Britain, Europe and the wider world.

## Subject Overview:

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<u>How do Historians do History?</u>  (Introduction to Historical Skills)  Baseline & Historical skills assessment	<u>How was England controlled?</u>  (Norman Conquest)  Description	<u>What were the Crusades?</u>  Causation (4 mark)	<u>Can a disease change a country?</u>  (Black Death / Peasant's Revolt)  Difference / Similarity	<u>How can sources help us understand the early Tudors?</u>  (Tudors 1)  Utility	<u>What challenges did Elizabeth I face during her reign?</u>  (Tudors 2)  Consequence
Year 8	English Age of Exploration  Causation (12 mark)	English Civil War  Inference	Slavery  Difference in interpretations (What)	WW1  Difference in interpretations (Why)	Treaty of Versailles + Suffragettes  Opinion	Rise of Hitler  Interpretations (20 marks)
Year 9	WW2 Case Study – Morality of War (incl. Holocaust & Atomic Bomb case studies) Description, Causation, Opinion			Cold War Case Study – A Nuclear Holocaust? (incl. Korea & Vietnam wars analyses) Consequence, Narrative, Importance		
Year 10	Elizabethan England		Medicine Through Time + WW1			
Year 11	Weimar Germany			Cold War	Exams	

Unit Title  
Historical Skill

Key Stage 3

Key Stage 4



## ICT / Computer Science

At TNHA we believe that our students should have the opportunity to follow an **ICT and Computing curriculum** that creates digitally literate students who are prepared for life in modern Britain and in a world where ICT and technology are consistently advancing. Good quality ICT skills enable student to engage positively within the modern work place, whilst Computer Science skills enables students to take an active part in the design, development and creation of new technologies to be used in the world in which they live.

In **ICT** Students learn to be independent, creative and confident when exploring how to use software tools. Throughout Key Stage 3 they will learn how to use a range of **software** such as Word, PowerPoint, Publisher and Excel. Students also develop their **research skills** online whilst knowing how to protect themselves.

In **Computer Science** students develop logical intelligence through algorithmic thinking. They are introduced to text-based **programming** by extending algorithmic thinking into planning then creating computer programs. Finally, we broaden a student's knowledge of how a **computer works**, how they store and represent data, how they communicate and to understand the threats that this technology can pose.

It is our aim that all students will be digitally competent and confident in the use of ICT and have a healthy digital lifestyle, where they fully understand **online safety**.





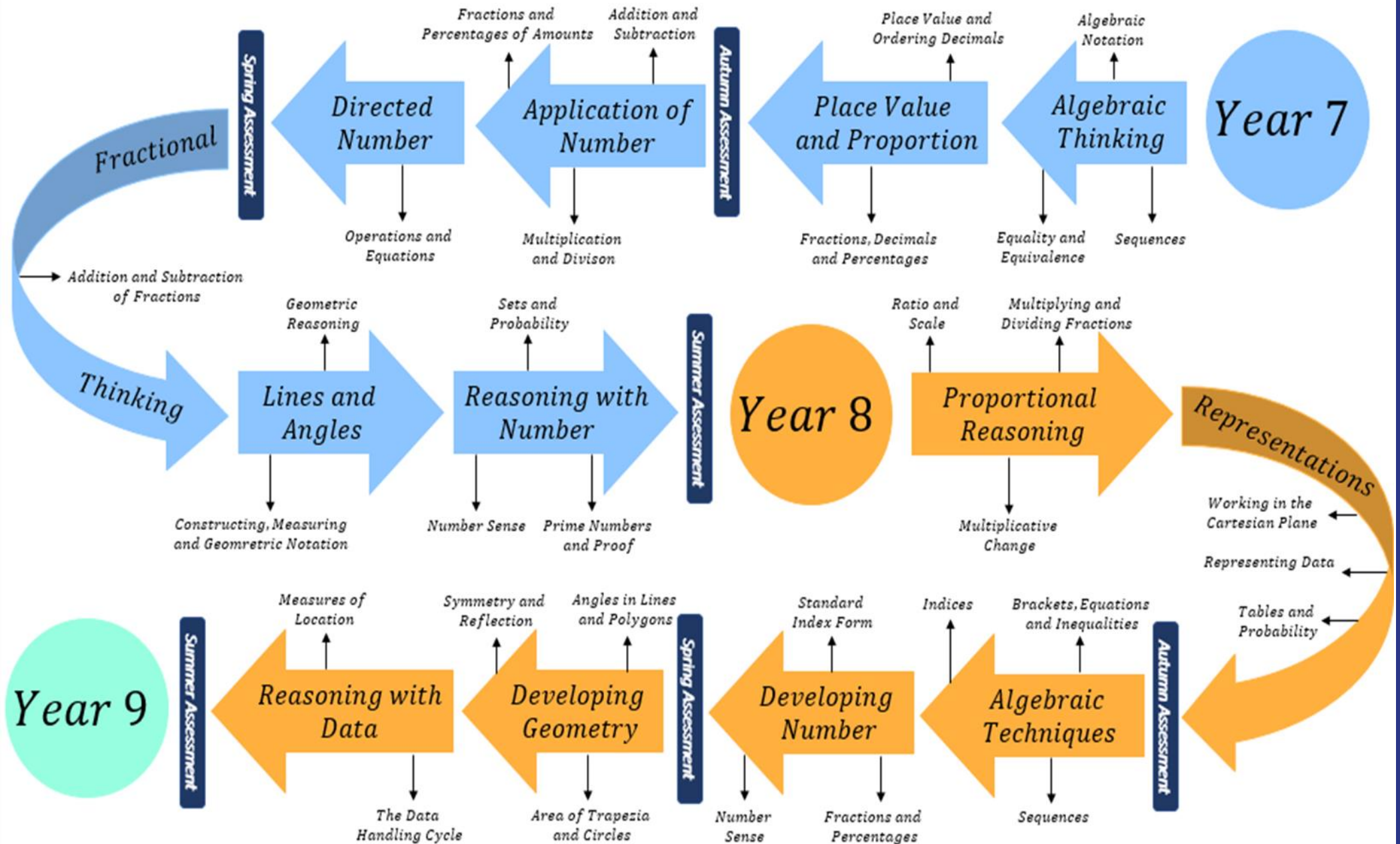
# Leaders of Our Lives

Leaders of our Lives at TNHA has a strong emphasis on building the knowledge & skills that students will need to be real Leaders of their own life's. It aims to allow students to be safe, in control and be confident decision makers as well as being active citizens in their communities.

## Topics studied include:

Year 7- Autumn term	Year 8- Autumn term	Year 9- Autumn term
First Aid	How are Laws made?	Mental Health – Body Image
Friendship	Final Warning Scheme	Male Body Image
Social Media	Legal Ages	Eating Disorders
Mental Health	The Importance of Laws	Equality and Diversity
	British Values	Growth Mindset
	Criminal Responsibility	
	Poster Competition	
Project Based Learning PSHE	Project Based Learning PSHE	Project Based Learning RE
Spring term	Spring term	Spring term
Sleep	Conflict at Home	Gambling
Knife Crime	Living with Kindness	Perseverance
Racism	Consent	Personal Development and Self Discipline
Bullying or Banter	Peer Pressure	Revenge Porn
Depression	Digital Footprint	Consent and Rape
Anger Management	Relationship Break Up	Same Sex Relationships
	Sexting	
Rights of the Child	Social Media - Self Esteem	Teenage Pregnancy
Diversity and Identity	Mental Health – Mindfulness	Sexism and Stereotyping
Family Relationships	Role Models – Self Esteem	Stress
Love and Relationships	Prejudice and Discrimination	Drugs and Law
Aspiration		Sustainability and Carbon Footprint
Alcohol Awareness		Multiculturalism
Summer term	Summer term	Summer term
Project Based Learning PSHE	Charities	Project Based Learning RE
Discussion based activities based around the film and novel 'Wonder'	Discussion based activities based around the film and novel 'Bend it Like Beckham'	Discussion based activities based around the film and novel 'Seven Pounds'

## Key stage 3 Maths at TNHA



# MUSIC

## Why do we do Music?

*“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”*

The National Curriculum for England

## What do we do in Key Stage 3 Music at TNHA?

KS3 Music at TNHA includes studying a variety of different musical genres and styles, with attention to the elements of music and aspects of music theory.

Students study a range of topics to ensure that they have the opportunity to play different instruments individually, in small groups and in a whole-class context. Students are encouraged to explore their creativity via composing activities, improve their instrumental skills with performance challenges, and improve their ability to critique and understand music via listening and appraising exercises, as well as regular peer feedback sessions.

KS3 Music is really about finding the confidence to try out new things, understand music from all over the world, and to become resilient and reflective learners. Students will also develop self-confidence and determination, and opportunities are available to develop team and leadership skills.

Year 7 currently study the Elements of Music, Rhythm & Pulse and a Musical Futures unit called Just Play – where students get to play along to their favourite music!

Year 8 currently study Form & Structure, Reggae, Jazz, Musicals and Samba

Year 9 currently study Film Music, Minimalism and Popular Song.

## But don't just take my word for it...

*“I like being able to explore different styles of music while having fun!” – Rebekah*

*“I really enjoy having the opportunity to learn how to play instruments I wouldn't usually have access to” – Maisie*

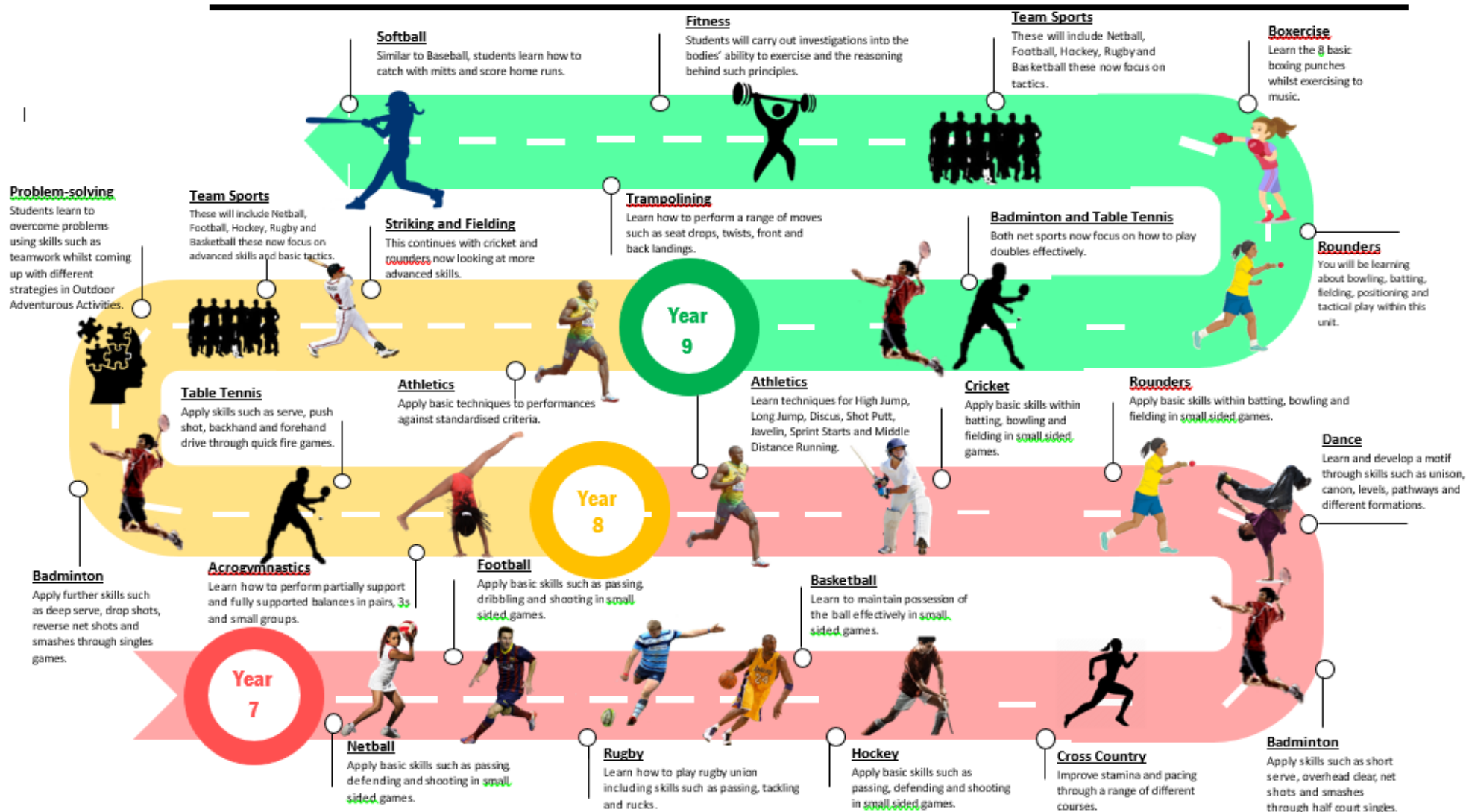
*“I really enjoy the balance between theory and practical work” – Finn*

***Determined to be the best we can be...***

***#TNHAWay***

# The Nicholas Hamond Academy

## KS3 – Creating A Love For Physical Education



Your Physical Education Journey starts here ...

*Determined to be the best we can be...*

#TNHAWay





# Philosophy, Religion and Ethics (PRE)

Philosophy, Religion and Ethics (PRE) at The Nicholas Hamond Academy is a new, exciting subject which aims to be an academically rigorous, knowledge rich subject. It seeks to develop students' ability to think deeply and critically analyse the world around them, whilst broadening their cultural and religious awareness in an ever-more interconnected and complex world.

Currently, students will study PRE in Years 7 and 8 through 1 lesson per-fortnight. In these lessons, they will study a broad range of religious beliefs, looking at Christianity, Islam and Judaism. Students then utilise this key knowledge of major religions to enquire about philosophical and ethical units, including World Religions and their Beliefs, Human Rights and the After Life.

The future of PRE at TNHA is growing, with plans to extend up to Year 9 and into KS4 to offer it at GCSE level. As a growing element of the Humanities faculty, PRE has a bright future as a subject, and will be an asset to your child's development as an individual and as budding young Philosopher.





The KS3 Science curriculum at TNHA provides the foundations for understanding the world through topic based learning in year 7 and 8, then progressing to Science streamed modules in year 9. Science has changed our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods and processes.

Module	What you will learn about in Year 7
<b>Scientist</b>	You will learn about safety in the lab and how to use a Bunsen burner. You will learn about acids and alkalis including what neutralisation is and use this in an antacid investigation. You will learn about chemical reactions including metals in acid. You will also learn how to present data.
<b>Dinosaurs</b>	You will learn about habitats and explain how animals are adapted to survive, leading into how evolution has to occur to enable them to survive. You will learn reasons for extinction and ways to help species. You will learn about the structure of a flower and how plants reproduce. You will learn how fossils and fossil fuels are formed.
<b>Cars</b>	You will learn about types of forces and what balanced and unbalanced forces are. You will learn about friction and drag. I will also learn about distance time graphs and what is meant by speed. You will learn how forces can change the speed of objects. I will learn about energy transfers
<b>What am I</b>	You will learn about what animal cell are including examples of specialised cells and their structure. You will learn to use a microscope. You will learn what DNA is and how it caused variation. You will learn how humans reproduce & how we have evolved. You will learn about the structure of lungs and breathing.
<b>Earth</b>	You will learn about the structure of the earth including learning about rocks. You will learn about magnets and the earth's magnetic field including how compasses work. You will learn about the earth's atmosphere and what combustion is and how it is impacting climate change.
<b>Zoo</b>	You will learn how to classify animals, to describe habitats they live in. You will learn what a species is and what causes variation in the species. You will learn how new species are made. You will learn how ants and bees live in colonies. You will learn about venomous and poisonous animals.
<b>Sport Science</b>	You will learn about the structure of the heart and how it involved in the transport of required nutrients around the body. You will learn about the circulatory system and skeletal system. You will learn about the impact of exercise and drugs on my body. You will learn about pressure and learn about endothermic and exothermic reactions.
<b>Oceans</b>	You will learn about particles and the model of different states. You will use the water cycle to model changes of state. You will learn what an atom is and its structure. You will learn about diffusion, solubility and separation techniques. You will learn about plastics and how they impact the oceans.
<b>Space</b>	You will learn about why we have seasons and night/day. You will learn about the phases of the moon, our solar system, stars and black holes. You will learn about satellites and their uses. You will learn about what gravity is and its effects.

## Assessment:

Year 7 and 8 students' complete multiple choice end of topic tests and once per term complete a large assessment that builds to cover all prior learning from their relevant year. Year 9 student's complete exam style question end of topic tests and complete a summative assessment towards the end of year 9

Module	What I will learn about in Year 8
<b>Farm</b>	You will learn the structure of plant cells and how they photosynthesise. You will learn nutrients needed by plants for growth. You will also learn about selective breeding, evolution and food chains/webs. You will be able to understand predator/prey relationships. You will also learn about parasites and how they impact their hosts.
<b>Power</b>	You will learn about electricity and electrical circuits as well as electricity costs. You will learn about static electricity. You will also learn about fossil fuels, power stations and alternative energy resources.
<b>Hospital</b>	You will learn about how smoking, drugs and alcohol affect the body. You will understand the difference between lifestyle diseases and infectious diseases and what causes them. You will also learn what causes variation and how characteristics are inherited.
<b>CSI</b>	You will learn about the periodic table and atoms including group 1 and 7. You will learn about chemical formula and how to make solutions. You will also learn separation techniques and how to complete flame tests.
<b>Disco</b>	You will learn about waves and their properties. You will learn about light and its position in the EM spectrum, how it reflects including colours. You will understand the structure of the eye and ear.
<b>Chef</b>	You will learn about nutrients needed by the body for respiration and how they are obtained from the digestive system including enzymes. You will understand how surface area affects diffusion and enzyme function. You will learn about energy transfers and how to grow microbes.
<b>Theme</b>	You will learn about forces including floating and elastic potential energy. You will understand what is meant by resultant force and be able to calculate work done. You will learn about acceleration, moments and levers and energy transfers.
<b>Projects</b>	You will learn how to conduct a full scientific experiment including variables, method and conclusion.
<b>Yr 8 Famous</b>	You will learn how Science has changed through history and how it has shaped the world around us.

## What I will learn about in Year 9?

<b>Bio 1</b>	<b>Cell biology</b> Cell structure, Transport, Mitosis and Stem Cells.	<b>Chem 1</b>	<b>Atoms and Periodic Table</b> Atomic structure, periodic table and relative atomic mass	<b>Phys 1</b>	<b>Energy</b> Energy stores, transfers and conservation. power
<b>Bio 2</b>	<b>Organisation</b> Enzymes, Digestion, Circulatory system, Plant organisation, Cancer	<b>Chem 2</b>	<b>Bonding</b> Covalent, ionic and metallic bonding	<b>Phys 2</b>	<b>Electricity</b> Electrical circuits, the national grid, current, potential difference and resistance.
<b>Bio 3</b>	<b>Infection and response</b> Immune system, disease transmission, Pathogens	<b>Chem 3</b>	<b>Quantitative</b> Relative formula mass Conservation of mass	<b>Phys 3</b>	<b>Particle model of matter</b> Changes of state Latent heat Specific heat capacity and Density

# Spanish

## SPANISH LEARNING AT TNHA

The study of Spanish seeks to provide students with proficiency in Spanish as a language, as well as to offer them in-depth study of the culture of other people in Spanish.

Students continue or embark on the study of Spanish because, in general, they want to achieve fluency in a foreign or a second language. Spanish is one of the most frequently studied second languages in the world; it can be beneficial to learn it to enter professions in business, law, journalism, international affairs, science, social services, education, or politics. We believe that the knowledge a person can acquire about other people and cultures while studying a second language helps her or him better understand her or his own self and culture.

Students study the full range of grammar as well as a substantial vocabulary, based on oral and written sources. At the end of the three terms our students should be able to communicate in Spanish using both simple and compound sentences. They should also have acquired a substantial everyday vocabulary and be competent to function in a variety of cultural situations. They should also be able to read and appreciate short literary texts and other cultural items produced in Spanish. These learning outcomes are assessed through assignments embedded in the appropriate topics. We offer a varied curriculum that is designed to achieve these goals, supplemented by extracurricular trips abroad.

**The year 7 Spanish** scheme of work has been written to reflect the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young Spanish people of their own age, on topics that interest and stimulate them. They are introduced to young Spanish people and given insight into the everyday life and culture of Spain and other Spanish-speaking countries, encouraging intercultural understanding. Topics included: meeting and greeting, likes and dislikes, numbers, dates, ages, and birthdays; describing themselves, family, town and homes, free time, sports, and activities. Some resources related to these themes can be found in **Viva 1** textbook.

**In Year 9**, all students continue to study Spanish as a foreign language. All students will study a **series of topics**, which will allow them to further discover the **culture and traditions** of more target language countries by exploring the wider world. The vocabulary and grammatical structures covered will begin to **prepare students for the demands of the new linear GCSE AQA specification, Theme 1, Identity, and culture** (family and friends, relationships, role models, free time, festivals, and celebrations). Some resources related to these themes can be found in the Viva 1, Viva 2, Viva 3, and Viva Edexcel Foundation textbooks.







