



COMPASS INTERNATIONAL SCHOOL  
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Year 7



Overview

How To Support  
Your Child

## STEP Marking

**S**trength  
**T**arget  
**E**ffort  
**P**upil Response

At least once every half term, your teachers will mark your work using the **STEP** framework.

### Strength

What have you done well in the piece of work. This will be specific and not comments such as 'well done'.

### Target

This will tell you how you can improve your work. It could be a question, a task, a certain section to re-draft or to attempt the work again.

### Effort

You will be given a number from 1-4 (1 the highest, 4 the lowest) which indicates how much effort you put into the work:

Number	What this means
1	This is an impressive piece of work. You have gone the extra mile and made excellent progress. You have acted on previous targets. The work is very well presented and you have proofread it carefully resulting in few errors.
2	This is a good piece of work. You have acted on previous targets to make progress. Care and attention has been taken with presentation and you have proofread it to reduce errors.
3	This is a satisfactory piece of work. It is at the lower end of what you are capable of and you can do better with more effort. You need to follow targets more carefully and take more care with your work. You may need to do parts of this again.
4	This is a poor piece of work. It is not reflective of your abilities and is rushed or lacks care and attention. You have ignored previous targets and not paid attention to success criteria. You will need to do this piece of work again. Clear instructions and deadlines must be set for this.

## Pupil Response – Over to you!

Also known as *Dirt Time*, you will be given time in class to improve your work based on the feedback your teacher gave you. This may be the whole piece of work or a section of it and your teacher may tell you which part to improve or you may get to choose.

Your work will then be checked to make sure you have made the improvements. This might be through self-assessment, peer assessment, the teacher checking your work in the lesson or by marking it again.

### Literacy Key

In addition to **STEP** Marking, teachers will also mark your work for literacy. They may pick out all or some of the following issues:

Text Mark	Margin Mark	Meaning
<b>O</b>	<b>Sp</b>	Spelling error – make a note of the correct spelling at the end of the work. Pupil rewrites 3 times.
<b>O</b>	<b>P</b>	Punctuation. Pupil corrects in work or re-do.
<b>O</b>	<b>G</b>	Grammar. Pupil corrects in work or re-do.
<b>O</b>	<b>Caps</b>	Capital letters. Pupil corrects in work or re-do.
/	<b>NS</b>	New sentence needed. Pupil corrects in work or re-do.
//	<b>NP</b>	New paragraph needed. Pupil corrects in work or re-do.
~	<b>?</b>	Expression is unclear or awkward; wrong word used; rephrasing is required. Pupil may need additional short questions to clarify or verbal support to correct.
<b>U</b>	-	Presentation of work – pupil must underline date, title or heading.
<b>D or T</b>	-	Date or Title missing.

### Why are we doing this?

We want to motivate you to put the maximum amount of effort into your work.

We want you to become more independent and better at improving your work.

We want to help you become more confident in providing good feedback to your classmates.

We want to find even more ways to reward you.

### Rewards



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# Arabic

## اللغة العربية

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع	
1	سبتمبر	الوحدة الأولى: القراءة: من رواد التعليم في قطر	اختبارات منتصف الفصل الدراسي الأول في جميع مهارات اللغة العربية	الكتاب الأساسي أوراق عمل الحاسوب	
2		الكلمة والجملة: الأفعال الصحيحة والمعتلة / الإملاء: الألف اللينة في آخر الأسماء والأفعال الثلاثية			
3		الكتابة: كتابة سيرة غيرية			
4	أكتوبر	الوحدة الثانية: النصوص الشعرية: أحسن إلى الناس التشبيه وأثره البلاغي			
5		الكلمة والجملة: أنواع الفعل الصحيح وأنواع الفعل المعتل			
6		الكتابة: كتابة موضوع عن ( الإحسان إلى الآخرين ) التحدث: أهمية التبرع بالدم			
7		اختبارات منتصف الفصل الدراسي الأول	الاختبار الأول		
8	نوفمبر	الوحدة الثالثة: القراءة: مكتبة قطر الوطنية			
9		الكلمة والجملة: علامات إعراب الأسماء الأصلية و الأسماء الفرعية			
10		الإملاء: كتابة الألف اللينة في الأسماء والأفعال غير الثلاثية			
11		الاستماع: الحدائق العامة			
12		الوحدة الرابعة: القراءة: عز الأمانة			
13	ديسمبر	مراجعة استعدادا للاختبار			
14		اختبار نهاية الفصل الدراسي الأول			الاختبار الثاني
15	يناير	الكلمة والجملة: النحو: المبني والمعرب من الأسماء			
16		الخط: ( العين والميم ) التحدث: سرد حكاية			
17		الوحدة الخامسة: تعزيز استخدام الجملة الإسمية ( المبتدأ والخبر وأنواعه )			
18		الكلمة والجملة : الإملاء: الهمزة المتوسطة الكتابة: كتابة رسالة رسمية وتصميم إعلان			
19		الخط: ( الجيم / الحاء / الخاء )			
20	فبراير	الوحدة السادسة: النصوص الشعرية: قصيدة أنت وأنا لخليل الهنداوي			
21		الكلمة والجملة: التوسع في استخدام ( كان وأخواتها )			
22		مراجعة استعدادا للاختبار			
23	مارس	اختبار منتصف الفصل الدراسي الثاني	الاختبار الثالث		
24		الكتابة: العمل التطوعي			
25		الخط: ( الزاي والكاف ) التحدث: أهمية التعاون بين الفرد والمجتمع			
26		مراجعة استعدادا للاختبار			
27		اختبار نهاية الفصل الدراسي الثاني	الاختبار الرابع		
28	ابريل	الوحدة السابعة: القراءة: ثمرات الرياضة			
29		الإملاء: الهمزة المتطرفة الاستماع: إدارة الوقت			
30		الخط: الراء والكاف التحدث: إدارة الوقت			
31	مايو	مراجعة منتصف الفصل الدراسي الثالث			
32		اختبار منتصف الفصل الدراسي الثالث			الاختبار الخامس
33		الوحدة السابعة: قصيدة ورد الربيع للشاعر صفي الدين الحلي			
34	الكلمة والجملة: المعرب والمبني من الأسماء الإملاء: زيادة وحذف بعض الحروف				
35	الكتابة: الألعاب الإلكترونية واللعب البدنية				
36	يونيو	مراجعة استعدادا لاختبار نهاية العام			
37		اختبار نهاية العام			الاختبار السادس
38		الوحدة الثامنة: القراءة: عالمية اللغة العربية			
39		كتابة موضوع عن عالمية اللغة العربية			

# Art

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>Sept - Dec</b>	<b>Crocodalcons: Hybrid Creatures</b> Sculpture, Ancient Egyptian Art, Symbolism and group identity.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/ peer and teacher.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
1		Why is Art important? Class expectations - health and safety talk. Introduce Term 1 topic.		Collect animal images and toys.
2		Animal idioms. Drawing games. Animal line drawings.	Sketching 'Top Tips'	Collect and bring in unusual and interesting packaging for hybrid animal models.
3		Explore the art of Ancient Egypt. Collage hybrid animals to create group identity.		Research Egyptian Art. The British Museum website is a good place to explore.
4		Understanding form and structure. Draw 3D versions of Hybrid animal designs using contours and tone to prepare for sculpture.	Drawing for form and structure 'Top Tips'	Research hybrid animal ideas and create an inspirational mood board.
5		Construction techniques: recycled materials assemblage techniques.		Research the art of recycled and collected materials. Yong Ho Ji
6		Assemble Hybrid models.	Construction 'Top Tips'	Make something interesting out of things that have been thrown away.
7		Assemble Hybrid models & paper mache.		
8		Assemble Hybrid models & paper mache.		
9		Paint hybrid animal undercoat. Colour theory and painting techniques.	Painting 'Top Tips'	Reinvent an object by painting it. Practice painting skills using blends and texture.
10		Paint hybrid animal block colour and blends.		
11		Paint hybrid animal texture.		
12		Project evaluation and target setting.	Summative assessment to inform next project.	Collect scrapbook of unusual and eye-catching packaging and text.

# Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>Jan - March</b>	<b>Energetic Packaging Project</b> Islamic Pattern, 20 <sup>th</sup> Century graphic design and healthy eating.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
13		Introduce term 2 topic. Explain branding and marketing in relation to issues of diabetes and high sugar foods such as energy drinks.		Research healthy eating posters. Select and explain the most effective campaign.
14		Look at Kandinsky synaesthesia paintings. Generate energetic marks and pattern by listening and responding to music.		
15		Explore composition and rhythm analysing Islamic and William Morris patterns. Create Poly print/ lino print designs.	Pattern and composition 'Top Tips'	Research and collect examples of pattern such as 'Op art'. Photograph patterns in everyday life.
16		Repeat pattern print making.	Print making 'Top Tips'	Use a media of your choice to create a still life of fruit to use for your packaging.
17		Repeat pattern print making.		
18		Analysis of existing packaging and logos.		Collect exciting packaging to influence and inspire your own designs.
19		Target audiences. Research, design and create brand and logo for energy drink.	Logo 'Top Tips'	Create a mood board for you target audience.
20		Design and create layout and background for packaging.		
21		Design and create layout and background for packaging.	Packaging design 'Top Tips'	
22		Design and make 3D packaging.	Paper construction 'Top Tips'	Produce a poster to advertise your product to an audience of your choice.
23		Design and make 3D packaging.		
24		Project evaluation and target setting.	Summative assessment to inform next project.	

## Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>April - June</b>	<b>Endangered Animals: Stained Glass</b> Medieval Art, visual narrative, stylisation and environmental issues.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/www.vam.ac.uk">http://www.thisiscolossal.com/www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
25		Introduce Project and issues of deforestation.		Research deforestation issue and present everyday solutions to the problem.
26		Drawings of endangered animals.	Drawing 'Top Tips'	Research endangered animals and create a cartoon strip to explain the issue.
27		Add shade and tone to drawings.		
28		Introduce narrative through cartoons and stained glass.		Generate a presentation about stained glass.
29		Stylised line drawings for stained glass.	Stylised drawing 'Top Tips'	
30		Colour theory and transferring designs to cardboard.		Create a textural colour wheel from found objects and patterns.
31		Craft knife skills and cutting designs.	Knife safety 'Top Tips'	
32		Continue cutting designs and preparing colour.	Stained glass final Piece 'Top Tips'	
33		Stained glass collage		Write a letter to the Emir to explain what can be done to help the problem of deforestation.
34		Stained glass collage		Create a 3D structure using collage with coloured tissue and PVA glue.
35		Stained glass collage		
36		Project evaluation and target setting.	Summative assessment to inform next project.	

# English

Week	Assessed KPIs	Units and Subtopics	Formal Assessment	Support and Challenge Resources
1		<b>GETTING TO KNOW YOU</b>		<p>BBC Bitesize  <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></p> <p>Read Theory  <a href="http://www.readtheory.org">www.readtheory.org</a></p> <p><b>Quizlet</b> – see teacher links</p> <p><b>Cahoot</b> – see teacher links</p>
		WRITING THE WORLD		
2		<ul style="list-style-type: none"> <li>• Explain and comment on writers' use of language</li> <li>• Identify and comment on writers' purpose and viewpoint</li> </ul>		
3		<ul style="list-style-type: none"> <li>• To be able to locate specific information in a text</li> </ul>		
4	W2, W4, W6	<ul style="list-style-type: none"> <li>• To plan and write for a specific purpose, checking my work for accuracy and impact</li> </ul>	Writing a detailed description of a creature of your choice	
5		<ul style="list-style-type: none"> <li>• To be able to locate specific information in the text</li> <li>• Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</li> </ul>		
6		<ul style="list-style-type: none"> <li>• Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</li> </ul>		
7	W1, W3, W5, SL1, SL2	<ul style="list-style-type: none"> <li>• Improvise and perform, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> </ul>	To write a speech for an anti-litter campaign	
		<p><u>CLASS NOVEL</u></p> <p>The choice of novels (to be decided by your teacher) are as follows:</p> <ul style="list-style-type: none"> <li>• <i>Holes</i> by Louis Sachar</li> <li>• <i>Cirque du Freak</i> by Darren Shan</li> </ul>	Analysis questions on key characters from the novel	
8		Exploring how a writer establishes setting and context		
9		Exploring how the author uses language to create initial impressions of characters		
10		<b>Exploring how the author uses narrative perspective</b>		
11	R1, R2, R3	Exploring how the author uses figurative language	Close analysis of a significant extract from the novel	
12		Exploring how the author uses descriptive language		
13		Exploring how characters develop over the course of the novel		
14		Exploring how the writer uses structure for narrative purposes		
15	W2, W1, W5	Evaluating the writer's message and moral standpoint	Creating an extra scene	
		<b>POETRY</b>		
16-18	R4, R5, R6	<ul style="list-style-type: none"> <li>• Form</li> <li>• Poetic devices</li> <li>• Imagery</li> <li>• Structure</li> <li>• Structuring a comparative commentary</li> </ul>	Comparative commentary on two poems	
19-21		Poetic punctuation; Context	Creating your own anthology	
		<b>A MIDSUMMER NIGHT'S DREAM</b>		



## *English* (cont.)

<i>Week</i>	<i>Assessed KPIs</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
22		<b>Discovering the four worlds of the play</b>		BBC Bitesize
23		Investigating characters' motivation		<a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a>
24		Investigating Oberon and Titania		
25	R7, W1, W3	Discovering characters through language	Writing an agony aunt letter	Read Theory <a href="http://www.readtheory.org">www.readtheory.org</a>
26		Interpreting a character: Puck		
27		Staging the lovers' fight		
28		<b>Introducing the mechanicals</b>		No Fear Shakespeare <a href="https://www.sparknotes.com/shakespeare/">https://www.sparknotes.com/shakespeare/</a>
29	SL4, SL5, SL12	Exploring the 'play within a play'	Performance piece	
30		<b>End of Year Exam Preparation</b> Recap on all skills taught		Quizlet – see teacher links
31		Revision		Cahoot – see teacher links
32		Examination		
33		Examination feedback		

# French

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>		
1	September	<b>Studio 1:1: Module 1 Unit 1:</b>	Writing, listening and reading assessments, as well as oral assessment	Worksheets / booklets		
2		Likes and Dislikes				
3		Describing Yourself				
4	October	Talking about other people			Assessment 1	Linguascope
5		Using all forms of regular present tense				Languagesonline
6		<i>Revision</i>				Memrise.com
7						Quizlet.com
8	November	<b>Studio 1:2: School Subjects</b>	Assessment 2	Wordreference.com		
9		Opinions and reasons		Dictionaries in class		
10		Telling the time and school timetable				
11		Daily Routine				
12		Food and Mealtimes				
13	December	<i>Revision</i>	Assessment 3	Text book		
14						
15	January	<b>Studio 1:3: Mobile Phones</b>		Laptops		
16		Sports				
17		Other leisure activities				
18		Likes and dislikes			iPads	
19	February	The plural form to describe others	Assessment 4			
20		<i>Revision</i>				
21						
22		<b>Studio 1:4: Where I Live</b>				
23	March	Giving and understanding directions				
24		Describing weekend plans				
25		Giving and accepting invitations				
26		Describing what you can do				
27		<i>Revision</i>				
28	April		Assessment 4			
29		<b>Studio 1:5: Holidays</b>				
30		Using reflexive verbs				
31	May	Buying drinks and snacks				
32		Using the near future tense				
33		Saying what you would like to do				
34		<i>Revision of whole year's work</i>				
35		<i>Revision of whole year's work</i>				
36	June	<i>Revision of whole year's work</i>	End of Year Assessment			
37		<b>Unit 4: Discuss What Food to Buy</b>				
38						
39						

# Geography

Week	Month	Units and Subtopics	Formal Assessment	Support and Challenge Resources
1	September	<p><b>Mapskills</b></p> <p><b>L1</b> What are the different types of Geography?</p> <p><b>L2</b> Physical World – mapping the continents and oceans</p>		Geog.1 textbook – School resource – Unit 2 <a href="https://worldmapper.org/">https://worldmapper.org/</a>
2		<p><b>L3</b> Mental Maps Drawing maps from memory</p> <p><b>L4</b> Latitude and Longitude</p>		<a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a>
3		<p><b>L5</b> Which direction?</p> <p><b>L6</b> Map Symbols</p>		
4		<p><b>L7</b> Using 4 and 6 figure references</p> <p><b>L8</b> Measuring distance and scale</p>		
5		<p><b>L9</b> Creating a plan of the classroom to scale</p> <p><b>L10</b> Showing height on a map</p>	Summative Assessment	
6	October	<p><b>L11 Creating a 3d contour map</b></p> <p><b>L12 Creating an island</b></p>		
7		<p><b>L13</b> Planning a route on your island</p> <p><b>L14</b> Revision Lesson</p>		<a href="https://www.ordnancesurvey.co.uk/mapzone/map-quizzes">https://www.ordnancesurvey.co.uk/mapzone/map-quizzes</a>
8		<p><b>L15</b> Assessment lesson</p> <p><b>L16</b> Assessment Feedback lesson</p>	<b>Formative Assessment</b>	<a href="http://www.coolgeography.co.uk/year7/map_skills.php">http://www.coolgeography.co.uk/year7/map_skills.php</a>
9	November	<p><b>Rivers</b></p> <p><b>L1</b> Rivers around the world</p> <p><b>L2</b> What is the water cycle?</p>		Geog.1 textbook – School resource – Unit 5
10		<p><b>L3</b> A river's journey</p> <p><b>L4</b> Creating a drainage basin</p>		
11		<p><b>L5</b> A river at work</p> <p><b>L6</b> River Landforms</p>		
12		<p><b>L7</b> Mid topic review</p> <p><b>L8</b> <b>How we use rivers</b></p>	Summative Assessment	<a href="https://www.thegeographeronline.net/rivers.html">https://www.thegeographeronline.net/rivers.html</a>
13	December	<p><b>L9</b> <b>Our water supply</b></p> <p><b>L10</b> <b>Floods – CS Qatar</b></p>		
14	January	<p><b>L11</b> End of Topic Assessment</p> <p><b>L12</b> Assessment Feedback</p>	Formative Assessment	
15		<b>Expeditions Week</b>		
16	February	<p><b>Urbanisation</b></p> <p><b>L1</b> How our towns and cities grew</p> <p><b>L2</b> City? Story</p>		Geog.2 textbook – School resource – Unit 3
17		<p><b>L3</b> Urbanisation around the world</p> <p><b>L4</b> Why move to an urban area?</p>		
18		<p><b>L5</b> The challenges of urbanisation</p> <p><b>L6</b> Life in the slums</p>		
19		<p><b>L7</b> Decision-making exercise</p> <p><b>L8</b> Cities of the future</p>	<b>Summative Assessment</b>	
20		<p><b>L9</b> <b>Qatar 2030 Vision</b></p> <p><b>L10</b> <b>Revision</b></p>		

## *Geography* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	March	<b>L11</b> End of Topic Assessment <b>L12</b> Assessment Feedback	<b>Assessment feedback</b>	
22		<b>Africa</b> <b>L1</b> What and where is Africa? <b>L2</b> Comparing Africa with other continents and mapping our mental images of Africa		Geog.1 textbook – School resource – Unit 6
23		<b>L3</b> Historical context <b>L4</b> Africa Today		
24	April	<b>L5</b> Africa today, student project <b>L6</b> Student presentations	<b>Summative Assessment</b>	
25		<b>L7</b> Mapping African countries and population distribution in Africa <b>L8</b> Africa's Physical Features		
26		<b>L9</b> Africa's biomes <b>L10</b> The Horn of Africa – human and physical features		Geog.1 textbook – School resource – Unit 7
27		<b>L11</b> Life as a nomad <b>L12</b> Working as a salt miner		
28	May	<b>L13</b> Debate preparation <b>L14</b> Class debate	<b>Summative assessment</b>	
29		<b>L15</b> Life on the coast <b>L16</b> Life in the City – Addis Ababa		
30		<b>L16</b> Djibouti – a great location? <b>L17</b> The Horn of Africa – final thought		
31	June	<b>L18</b> Revision <b>L19</b> End of Unit Assessment	<b>Formative assessment</b>	
32		<b>L20</b> End of Unit Feedback		
33		Revision		
34		Revision End of Year Examinations <b>(all units)</b>	<b>Formative assessment</b>	
35		End of Year Examinations Feedback YGOTY Internal Competition		
36		YGOTY Internal Competition		

# History

Week	Month	Units and Subtopics	Formal Assessment	Resources
1	September	<b>A Question of Time</b>		For all topics:  <a href="https://www.bbc.co.uk/bitesize/subjects/zk26n39">https://www.bbc.co.uk/bitesize/subjects/zk26n39</a>
2		Who were the Romans?		
3		How did the Romans get such a huge Empire? (1)		
4		How did the Romans get such a huge Empire? (2)		
5		What was it like living in the Roman Empire?		
6	October	<i>Roman Empire Assessment</i>	Yes	Quizzes & Games:  <a href="http://ks3historygames.co.uk/">http://ks3historygames.co.uk/</a>
7		Assessment feedback		
8		Why did the Roman Empire Collapse? (1)		
9		Why did the Roman Empire Collapse? (2)		
10	November	<i>End of Empire Assessment</i>	Yes	
11		<b>Why was 1066 a Year of Crisis?</b>		
12		Who should be King?		
13		Build up to the battle of Hastings		
14	December	Events of the Battle (1)		
15		Events of the Battle (2)		
16		<i>Battle of Hastings Assessment</i>	Yes	
17	January	Assessment Feedback and target review		
18		<b>Europe and the Middle East in the 11<sup>th</sup> Century</b>		
19		Why was the First Crusade Called in 1096?		
20		What happened during the First Crusade?		
21	February	Why did people go on Crusade?		
22		How were later Crusades different/similar from the first?		
23		<i>Crusades Assessment</i>	Yes	
24	March	Assessment Feedback and target review		
25		<b>Life in Medieval Europe</b>		
26		Black Death (1)		
27	April	Black Death (2)		
28		Black Death (3)		
29		<i>Black Death Assessment</i>	Yes	
30	May	Assessment Feedback and Target Review		
31		<i>End of Year Assessment Revision</i>		
32		<i>End of Year Assessment Revision</i>		
33	June	<b>End of Year Assessment</b>	Yes	
34		<b>Causes of the Peasants' Revolt</b>		
35		Events of the Peasants' Revolt		
36		Consequences of the Peasants' Revolt		

# ICT

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>		<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	<b>September</b>	<b>Spreadsheets</b>	<b>Intro to Spreadsheets</b>		All resources available on the YAHMAD website.  Video Tutorials also available on the YAHMAD YouTube channel.  Resources will also be printed.
2			Use of Simple Functions		
3			Graphs and Testing Data		
4			If Statements		
5			Nested If statements		
6			Count Ifs and Sum Ifs		
7	<b>October</b>		Complex formulas and functions		
8			Class Assessment (Spreadsheet Function Exam)	Class Assessment	
<b>Half Term</b>					
9	<b>November</b>	<b>Scratch Programming</b>	<b>Algorithms and the use of the repeat command.</b>		
10			Simple Gaming Scripts		
11			If and Nested If Statements	Class Assessment	
12			Variables including Lists		
13	Broadcast and receive command				
14	<b>December</b>		Pupils will use their skills to make their own scratch project. This will be the assessed piece of work.	Assessed piece of work	
15					
<b>End of Term</b>					
16	<b>January</b>	<b>Database Part 1</b>	<b>Intro to databases (Tables, Fields &amp; Records)</b>		
17			Data Entry Form		
18			Queries and Reports Part 1		
19			Queries and Reports Part 2		

## ICT (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>	
20	February	Data Labels			
		<b>Half-Term</b>			
21		Python Programming Part 1	<b>Python - Basics</b>		All resources available on the YAHMAD website. Video Tutorials also available on the YAHMAD YouTube channel. Resources will also be printed.
22			Python – Data Types and Concatenation		
23			Python – Input/Output (Printing Statements)		
24	Python – IF/Nested Conditions				
25	Python – Mock Assessment				
26	March	Python - Assessment	Class Assessment		
	<b>End of Term</b>				
27	April	Python Turtle	<b>Python Turtle - Basics</b>		
28			Python Turtle – Creating Shapes		
29					
30	May	Python Turtle	Python Turtle - IF & Nested Statements		
31			PythonTurtle – Mock Assessment		
32			Python Turtle – Assessment: <b>Various challenges where students need to draw shapes using the different skills</b>	Class Assessment	
33					
	<b>Half-Term</b>				
34	June	Robotics	<b>Robotics - Building Robots (Part 1)</b>		
35			Robotics – Building Robots (Part 2)		
36			Robotics – Programming Robots using Lego Mindstorm		

# Islamic Studies

## التربية الإسلامية

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع
1	September	القرآن الكريم وعلومه: التلاوة سورة لقمان تجويد أحكام الميم الساكنة )	إختبارات منتصف الفصل الدراسي الأول في جميع مهارات التربية الإسلامية	الكتاب الأساسي أوراق عمل مواقع الإنترنت المذكورة في الدروس الحاسوب الشبكة الإسلامية
2		الحفظ سورة الجن من 1-7		
3	October	التفسير وجوب الأدب مع النبي صلى الله عليه وسلم سورة الحجرات 5-1		
4		(الحديث الشريف: شرح واستظهار صلاة الجماعة فضلها وفوائدها		
5		شرح واستظهار فضل صلة الرحم وأهميتها		
6		العقيدة الإسلامية: أقسام التوحيد		
7	November	إختبارات منتصف الفصل الدراسي الأول	الاختبار الأول	
8		الفقه الإسلامي وأصوله: أحكام الغسل		
9		السيرة والبحوث الإسلامية: غزوة الخندق 5هـ		
10		الأداب والأخلاق الإسلامية: التواضع		
11		القرآن الكريم وعلومه: التلاوة سورة لقمان (20-28) التجويد أحكام الميم الساكنة		
12	December	(الحفظ سورة الجن(14-28		
13		مراجعة مادة الاختبار		
14	January	إختبار نهاية الفصل الدراسي الأول	الاختبار الثاني	
15		التفسير التثبیت من الأخبار والإصلاح بين المؤمنين (سورة الحجرات(6-10		
16		(الحفظ سورة المزمل (8-15		
17		الحديث الشريف: شرح واستظهار حق الجوار		
18	February	العقيدة الإسلامية: نبيا الله تعالى داود وسليمان عليهما السلام		
19		الفقه الإسلامي وأصوله: أحكام صلاة المسافرين		
20		السيرة والبحوث الإسلامية: سلمان الفارسي رضي الله عنه		
21		الأداب والأخلاق الإسلامية: الثقة بالنفس		
22	March	مراجعة استعدادا للاختبار		
23		إختبار منتصف الفصل الدراسي الثاني	الاختبار الثالث	
24		القرآن الكريم وعلومه: التلاوة سورة السجدة		
(1-17)				
25		الحفظ سورة المدثر من 1-10		
26	April	مراجعة استعدادا للاختبار	الاختبار الرابع	
27		إختبار نهاية الفصل الدراسي الثاني		
28		التفسير: سورة الحجرات 11-13		
29	May	الحديث الشريف: شرح واستظهار حكم النصيحة		
30		الحديث الشريف: شرح واستظهار النهي عن الغضب		
31		مراجعة منتصف الفصل الدراسي الثالث	الاختبار الخامس	
32		إختبار منتصف الفصل الدراسي الثالث		
33		العقيدة الإسلامية: أشراف الساعة الصغرى والكبرى		
34	June	الفقه الإسلامي وأصوله: صوم رمضان والاعتكاف		
35		السيرة والبحوث الإسلامية: غزوات يهود المدينة(بنو قينقاع – بنو (النضير – بنو قريظة		
36		مراجعة استعدادا لاختبار نهاية العام	الاختبار السادس	
37		إختبار نهاية العام		



# Mathematics

Week	Month	Units and Subtopics	Formal Assessment	Support and Resources
1	Sept - Dec	<b>Working with Whole Numbers</b>		<a href="http://www.hegarty maths.com">www.hegarty maths.com</a> <a href="http://www.myimaths.com">www.myimaths.com</a>
2		<ul style="list-style-type: none"> <li>• Rounding to nearest 10,100,1000</li> <li>• Rounding to 1sf</li> <li>• Rounding to 2,3 sf</li> <li>• Estimating answers to calculations</li> <li>• Calculate using four rules on whole numbers without a calculator</li> <li>• Using index notation</li> <li>• Squares and cubes</li> <li>• Order of operations</li> </ul>		
3		Angles and Lines		
4		<ul style="list-style-type: none"> <li>• Use a protractor to draw angles</li> <li>• Use a protractor to measure angles</li> <li>• Know and use angle facts: on a straight line, around a point, in a triangle, vertically opposite</li> <li>• Use angles facts associated with parallel lines</li> </ul>		
5		Positive and negative numbers		
6		<ul style="list-style-type: none"> <li>• Order temperatures on a number line</li> <li>• Add/subtract negative numbers in context</li> <li>• Add/subtract/multiply/divide negative numbers</li> </ul>	Test 1	
7		Properties of number		
8		<ul style="list-style-type: none"> <li>• Divisibility Tests</li> <li>• Factors</li> <li>• Multiples</li> <li>• Primes &amp; Composite Numbers</li> </ul>		
9		Fractions		
10		<ul style="list-style-type: none"> <li>• Understand that a fraction is a division</li> <li>• Change between improper fractions and mixed numbers</li> <li>• Place fractions on a number line</li> <li>• Generate equivalent fractions &amp; simplify fractions</li> <li>• Write one quantity as a fraction of another</li> <li>• +/- fractions</li> <li>• <math>\times/\div</math> fractions</li> </ul>		
11		Decimals		
12		<ul style="list-style-type: none"> <li>• Order decimals</li> <li>• Add and subtract decimals</li> <li>• Multiply decimals by a single digit</li> <li>• Divide decimals by a single digit</li> <li>• Solve word problems involving +/-<math>\times/\div</math> of decimals</li> <li>• <math>\times/\div</math> numbers by 10,100,1000</li> <li>• Round decimals to 1,2,3, dp</li> <li>• Multiply decimals without a calc</li> </ul>	Test 2	

## *Mathematics* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Resources</i>
13	Jan - March	<b>Algebraic Expressions</b>		
14		<ul style="list-style-type: none"> <li>• Understand algebraic notation &amp; language</li> <li>• Collect like terms</li> <li>• Write down algebraic expressions</li> <li>• Multiply algebraic terms</li> <li>• Expand a single bracket</li> <li>• Expand single brackets and collect like terms</li> </ul>		
15		Percentages		
16		<ul style="list-style-type: none"> <li>• Know equivalence of simple fractions, decimals and %</li> <li>• Calculate simple percentages and know decimal and fractional equivalents eg 50%, 25%</li> <li>• Convert between fractions, decimals and percentages</li> <li>• Calculate %s without a calculator eg 15%, 35% etc</li> <li>• Calculate %s with a calculator</li> <li>• Write something as a %</li> <li>• Calculate % increases and decreases</li> </ul>		
17		Linear Equations		
18		<ul style="list-style-type: none"> <li>• x on one side</li> <li>• x on one side with brackets</li> <li>• Fraction of x on one side</li> <li>• x on both sides</li> <li>• x on both sides with brackets</li> </ul>	Test 3	
19		Polygons: Triangles & Quadrilaterals		
20		<ul style="list-style-type: none"> <li>• Name different types of triangle (equilateral, isosceles, scalene, right angled)</li> <li>• Name different types of quadrilateral (Square, rectangle, parallelogram, rhombus, trapezium, kite)</li> <li>• Know angles in a triangle add to 180</li> <li>• Know angles in a quadrilateral add to 360</li> </ul>		
21		Measurement I: Length & Area		
22		<ul style="list-style-type: none"> <li>• Understand and calculate perimeters of shapes</li> <li>• Calculate areas of rectangles</li> <li>• Convert between km, m, cm, mm</li> <li>• Calculate areas of parallelograms</li> <li>• Calculate areas of triangles</li> <li>• Calculate areas of composite shapes</li> <li>• Calculate areas of trapezia &amp; kites</li> </ul>		
23		Coordinate Geometry		
24		<ul style="list-style-type: none"> <li>• Plot coordinate point in 1 quadrant</li> <li>• Plot coordinates in 4 quadrants</li> <li>• Draw graphs of straight lines by drawing a table of values</li> <li>• Know that lines <math>y=k</math> are horizontal lines and <math>x=k</math> are vertical lines</li> <li>• Recognise that equations of the form <math>y = mx+c</math> corresponds to straight-line graphs.</li> </ul>	Test 4	

## *Mathematics* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Resources</i>
25	<b>April - June</b>	<b>Measurement II: Volume of Cuboids</b>		
26		<ul style="list-style-type: none"> <li>• Know that volume is a measure of space</li> <li>• Calculate the volume of a cuboid</li> <li>• Understand the link between volume and capacity</li> <li>• Calculate the volume of composite shapes</li> </ul>		
27		Probability		
28		<ul style="list-style-type: none"> <li>• I can use words to express chance. Understand that an event can be equally likely</li> <li>• I understand and can use the probability scale</li> <li>• I understand that outcomes can vary when carrying out an experiment</li> <li>• I can calculate the probability of a single event</li> <li>• I can calculate the probability of an event not happening</li> <li>• I can list the outcome (sample space) for two events</li> </ul>		
29		Statistics		
30		<ul style="list-style-type: none"> <li>• Display categorical data in a bar chart</li> <li>• Understand the terms categorical and numerical data</li> <li>• Display categorical data in a pie chart</li> <li>• Use charts to compare two sets of categorical data</li> <li>• Display numerical data in bar charts and dot plots</li> <li>• Display numerical data in Stem and leaf plots (diagrams)</li> <li>• Calculate the mean and median of a set of data</li> <li>• Calculate the range of a set of data</li> <li>• Compare data sets using an average and the range</li> </ul>	Exam	

# Music

Week	Month	Units and Subtopics	Vocabulary
1	September	<b>Elements of Music</b> <b>(‘Stomp’ Body Percussion Competition)</b> <b>Lesson 1</b> Rhythm and Pulse	<b>Elements of Music:</b> Rhythm; pitch; texture; tempo and dynamics; structure; Other key musical language; Performance, Accuracy, fluency, technique, pulse, layers, thick, thin, sparse, dense, polyrhythmic, contrast, Moderato, allegro, andante, accelerando, rallentando, binary, ternary, AB, AABA, AABB High, low, dull, hollow, sharp, focused.
2		<b>Lesson 2</b> Rhythm and Pulse (Development)	
3		<b>Lesson 3</b> Texture	
4		<b>Lesson 4</b> Tempo and Dynamics	
5	October	<b>Lesson 5</b> Structure and Form	
6		Lesson 6 Pitch and Timbre (Sonority)	
7		<b>Lesson 7</b> Musical Performance Development	
8	November	<b>Lesson 8</b> Rehearsals	
9		Lesson 9 Final Musical Performance and Assessment	
10		Lesson 10 Evaluation and Reflection	
11		<b>Vocalising and Beatboxing</b> <b>Lesson 1</b>	
12	December	<b>Lesson 2</b> <b>Beatboxing continued</b>	Melody and Harmony, pitch, ascending, descending, bass drum, snare drum, hi-hat, projection, diaphragm, breathing, technique, phrasing, tuning, expression
13		<b>Lesson 3</b> Singing Skills (‘Wonder’ – Emeli Sande)	
14		<b>Lesson 4</b> <b>Rehearsals and Assessment</b>	
15	January	<b>Jazz Music</b>	<b>Gershwin:</b> Interpretation, Lyrics, Phrase
16		<b>Jazz Music</b>	
17		<b>JCC - Gershwin</b> (They Can’t Take That Away From Me – Making a Song Your Own)	<b>Compose Yourself 4 and 5:</b> Repetition, Melody, Improvisation, Notation
18		<b>JCC - Gershwin</b> (They Can’t Take That Away From Me – Making a Song Your Own)	
19		<b>Compose Yourself</b> (Focus 4)	

## *Music* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Vocabulary</i>	
20	February	<b>Compose Yourself</b> (Lesson 4); KS3 Listening Test 2, (Extract 1)		
21		<b>JCC - Beethoven</b> (Four Famous Notes: Developing Beethoven's Motif); KS3 Listening Test 2 (Extract 2)		
22	March	<b>JCC - Beethoven</b> (Four Famous Notes: Developing Beethoven's Motif)		
23		<b>Compose Yourself</b> (Lesson 5)		
24		<b>Compose Yourself</b>		
25		<b>Compose Yourself</b>		
26	April	<b>Rock 'n' Roll</b> Lesson 1		<b>Rock 'n' Roll:</b> <u>Performers:</u> Bill Hayley and the Comets, Elvis Presley <u>Tonality:</u> major and minor <u>Chords:</u> C, F, G, Dm, Em, Am <u>Chord sequences:</u> 12-bar blues, I-vi-IV V, I-V-vi-IV, circle progression <u>Timbres and textures:</u> electric guitar, double bass, bass guitar, drum kit Form/Structure Inspiration Tonic and Dominant
27		<b>Rock 'n' Roll</b> Lesson 2		
28		<b>Rock 'n' Roll</b> Lesson 3		
29		<b>Rock 'n' Roll</b> Lesson 4		
30	May	<b>JCC - Sean Shepherd</b> (Inspiring Musical Ingredients)		
31		<b>JCC - Sean Shepherd</b> (Inspiring Musical Ingredients); KS3 Listening Test 3 (Extract 1)		
32		<b>Compose Yourself</b> (Focus 6); KS3 Listening Test 3 (Extract 2)		
33		<b>Compose Yourself</b> (Focus 6); KS3 Listening Test 3 (Extract 3)		
34	June	<b>The Beatles</b> (Lesson 1)		
35		<b>The Beatles</b> (Lesson 2)		
36		<b>The Beatles</b> (Lesson 3)		
37		<b>The Beatles</b> (Lesson 4)		

# Qatar History

## تاريخ قطر

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع
1	September	الوحدة الأولى: تعريف الحضارة	الاختبار يكون في كل ما تمت دراسته	الكتاب الأساسي أوراق عمل الحاسوب
2		أهم مقومات قيام الحضارات		
3		علم التاريخ وأهمية دراسته		
4	October	قطر في العصور الحجرية والعصر البرونزي		
5		قطر في عصر الكاشيين وعهد الساسانيين		
6		المواقع الأثرية في دولة قطر: مواقع ترجع للعصور الحجرية ومواقع ترجع للفترة الإسلامية		
7		مراجعة استعدادا للاختبار		
8	November	اختبار منتصف الفصل 1	الاختبار الأول	
9		قطر في العصر الإغريقي والروماني		
10		مواقع ترجع للعصور الحجرية والفترة الإسلامية قلعة مروب-قلعة الكوت		
11		قلعة الزبارة-قلعة الغوير		
12	December	قلعة الوجبة (حل التقويم)	الاختبار الثاني	
13		مراجعة استعدادا للاختبار		
14		اختبار نهاية الفصل الدراسي الأول		
15		عمل مشروع عن أهم القلاع في قطر		
16	January	حضارة دلمون ومركزها البحرين		
17		حضارة مجان		
18		حضارة أم النار		
19		حضارة وادي سوق		
20	February	حل التقويم		
21		مراجعة استعدادا للاختبار		
22		اختبار منتصف الفصل الدراسي الثاني		
23		عمل مشروع عن الحضارات في قطر		
24	March	الوحدة الثانية: كيفية انتشار الإسلام في قطر ومنطقة الخليج العربي		
25		كيفية انتشار الإسلام في قطر ومنطقة الخليج العربي		
26		العوامل التي ساعدت على انتشار الإسلام في منطقة الخليج العربي		
27		حل التقويم		
28	April	مراجعة استعدادا للاختبار		
29		اختبار نهاية الفصل الدراسي الثاني		
30		دور أبناء منطقة الخليج وقطر في نشر الإسلام		
31		دور أبناء منطقة الخليج وقطر في نشر الإسلام		
32	May	حل التقويم		
33		الوحدة الثالثة: مفهوم الثقافة- مصادر الثقافة		
34		العوامل المؤثرة في الثقافة العربية		
35		حل التقويم		
36	June	اختبار نهاية العام	اختبار	
37		دور قطر في المحافظة على الثقافة العربية		
38		دور قطر في المحافظة على الثقافة العربية		
39		حل التقويم		

# Science

Week	Unit	Learning questions	Formal Assessment	Support and Challenge Resources
1	Biology: Organisms and life processes	How does a microscope work?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
2		What is a cell?		
3		What are the different types of cell?		
4		How are cells organized?		
5		How are cells, tissues and organs related?		
6		What is respiration?	End of Unit test	
7	Chemistry: Principles of chemistry Part 1	What are the states of matter?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
8		How do the states of matter behave?		
9		What happens during a change of state?		
10		What causes gas pressure?		
11		What are mixtures?		
12		What is solubility?	End of Unit test	
13	Physics: Forces and Motion	What is a distance-time graph?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a> Simulation: <a href="https://tinyurl.com/p7y5g9n">https://tinyurl.com/p7y5g9n</a> Video: <a href="https://tinyurl.com/jgbwemy">https://tinyurl.com/jgbwemy</a>
14		What is acceleration?		
15		What are the SUVAT equations?		
16		What do forces do?		
17		What is a resultant force?		
18		What is Hooke's Law?	End of Unit test	
19	Biology: Animal physiology	How do animals reproduce?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
20		What is the menstrual cycle?		
21		How do humans reproduce?		
22		How do we stay healthy during pregnancy?		
23		What are the effects of drugs on the body?	End of Unit test	
24	Chemistry: Inorganic Chemistry Part 1	What is an acid, alkali and base?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
25		How can pH be measured?		
26		What is the difference between a physical and chemical change?		
27		How are different gases made?		
28		What happens when something burns?	End of Unit test	
29	Physics: Electricity	What is current?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a> Simulation: <a href="https://tinyurl.com/m2pdgg4">https://tinyurl.com/m2pdgg4</a> Video: <a href="https://tinyurl.com/y44vws9p">https://tinyurl.com/y44vws9p</a>
30		What is voltage?		
31		What is resistance?		
32		What is a series circuit?		
33		What is a parallel circuit?	End of Unit test	
34	Internal assessment	Students to plan, observe, analyse and evaluate their own investigation. They will then write-up in the form of a lab report and present it to their peers.	Written report and presentation upon completion of the project	Practical skills advice: <a href="https://tinyurl.com/y3onh65n">https://tinyurl.com/y3onh65n</a> How to draw graphs: <a href="https://tinyurl.com/y2lzwtdz">https://tinyurl.com/y2lzwtdz</a>
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# Spanish

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	<b>Talking about yourself and describing yourself: "Me presento"</b>	On-going formative and summative Students will have regular vocab tests as well as assessed homework	Zoom 1 textbook  Zoom 1 workbook  Linguascope.com  Languagesonline.org.uk  Memrise.com  Quizlet.com
2		Personal Information		
3		Gender and number of nouns		
4		My Family		
5	October	Personality/ Dates/ Birthdays		
6		Describing others		
7		Character/physical descriptions		
8				
9	November	<b>School</b>	Listening, Reading,	
10		Opinions of school	Speaking & Writing	
11		School Subjects		
12		Teachers		
13	December	School Facilities		
14		Telling the time and School Timetable		
15		Uniform		
16		Likes and Dislikes		
17	January		Assessment 2	
18		<b>Leisure Activities</b>	Listening, Reading,	
19		The Weather	Speaking & Writing	
20		Free time and Leisure		
21	February	Daily Routine		
22		My Weekend		
23			Assessment 3	
24		<b>Where You Live</b> Locations and cardinal points	Listening, Reading,	
25	March	Giving directions and Places	Speaking & Writing	
26		Describing your home		
27		My bedroom		
28		The region where I live		
29	April	Rooms in house		
30			Assessment 4	
31		<b>Food</b> "La comida"	Listening, Reading,	
32	May	Mealtime and foods	Speaking & Writing	
33		Healthy eating		
34		Ordering meals in restaurants		
35	June	Complaining about food and drink	Assessment 5	
36		Likes and Dislikes of Food		