

# SCHEME OF WORK

for German Second Language  
 Year 9



## Resources:

Deutsch.com 1+2 (Hueber), Textbook; Deutsch.com 1+2 (Hueber), Workbook;  
 Basisgrammatik für Jugendliche (Hueber)

TERM	TOPICS
1	<p><b>Unit 1: German is international</b></p> <p>Greetings, numbers, Alphabet, Asking for information, Days of the week and months, Nouns with article, Talking about fashion and family ; colours, Definite and indefinite article; possessive article</p> <p><b>Unit 2: My world and me</b></p> <p>Hobbies, German syntax; verb conjugation, Introducing oneself and others, Personal pronouns, School life, Nominative and accusative; Declination of substantive</p>
2	<p><b>Unit 3: Activities</b></p> <p>Activities in the school, Modal verbs; irregular verbs, Activities in the spare time, Local preposition and temporal preposition, Celebrations, Personal pronouns in accusative; Dividable verbs</p> <p><b>Unit 4: Fit and cool</b></p> <p>Food and drink, Comparative, Shopping, Personal pronouns in dative; Verbs with dative, Physical health and body parts, Imperative</p>

<b>3</b>	<p><b>Unit 5: At Home and on the way</b></p> <p>Room accommodation, Genitive; conjunctions, Daily routines, Local maps, Transport, Local preposition</p> <p><b>Unit 6: Yesterday and tomorrow</b></p> <p>Perfect tense of regular and irregular verbs, Perspective of employment, Demonstrative pronouns, Vacations, Prepositions with dative and accusative</p>
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# SCHEME OF WORK

for Sports  
 Year 6 to 10



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- rules during sports lessons and expected behaviour in the changing room
- how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.)

TERM	TOPICS
1	<p><b>Invasion games</b>                      Pupils are expected to participate in:</p> <ul style="list-style-type: none"> <li>• Competitive invasion and striking games, (football, basketball, flag rugby, etc.) using techniques that suit the game.</li> <li>• Using the basic fundamentals of the game, showing good sportsmanship at all times.</li> <li>• Respond positively to the changing conditions and situations of the games.</li> </ul> <p><b>Gymnastics and Apparatus Gymnastics</b>                      Pupils are expected to participate in:</p> <ul style="list-style-type: none"> <li>• Create and perform complex sequences on the floor and using small and large apparatus.</li> <li>• Use techniques and movement combinations in different gymnastic styles.</li> <li>• Use compositional principles when designing their sequences (for example, changes in level, speed, direction, and relationships with apparatus and partners.)</li> </ul>
2	<p><b>Net and striking games</b>                      Pupils are expected to participate in:</p>

	<ul style="list-style-type: none"> <li>• Competitive net games (volleyball, netball, badminton, baseball, hockey, etc.)</li> <li>• Use the principles of attack and defense when planning and implementing complex team strategies.</li> </ul>
3	<p><b>Athletics</b> Pupils are expected to participate in:</p> <ul style="list-style-type: none"> <li>• Set and meet personal and groups targets in a range of athletics events, challenges and competitions.</li> <li>• Use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina.</li> </ul> <p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>• Use a range of orienteering and problem solving skills and techniques in these challenges.</li> <li>• Identify the roles and responsibilities of individuals within a group when planning orienteering strategies.</li> <li>• Meet challenges in outdoor activities and journeys (weather permitting).</li> </ul>

## SCHEME OF WORK

For Mathematics

Year 9



TERM	TOPICS
1	Number Graphs and Algebra 1: Linear Functions. Quadratic Functions. <b>Assessment Test</b>
2	Mensuration Geometry <b>Assessment Test</b>
3	Algebra 2 Trigonometry <b>Assessment test</b>

# SCHEME OF WORK

For Art  
 Year 9



TERM	TOPICS
1	<p><b>Life events and digital images.</b> Students look at abstract expressionism, expressionism and pop art of the 1960s and contemporary moving images. Looking at Andy Warhol, Jackson Pollock and Robert Rauschenberg. How has the art of the past influenced contemporary film directors, e.g Caravaggio’s effect on Martin Scorsese, Quentin Tarantino and other directors? Comic strips and every day banal culture effect on Pop Art. Students begin to experiment with different methods and techniques for moving image and film. Comic strips, mixed media imagery, looking at staging, perspective and lighting. Bringing their imagery to life. Select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas. Formal qualities used in film. Adventure, Film Noir, Drama, Avant-garde film. What is a Storyboard? Photo or film-video project. Select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate their ideas.</p>
2	<p><b>Change your style.</b> Looking at 18<sup>th</sup> and 19<sup>th</sup> century painting. Connecting with contemporary visual culture. Discussion and commentary on the differences in their own and others’ work; suggest ways of improving their own work. How to use the Internet. Experimenting with different methods and techniques for using a new medium, e.g. 3D ceramic piece, film or and photo canvas picture. Looking at print techniques in newspapers and magazines. Learn how to do black and white photography. Photojournalism – students learn how to manipulate picture and consumer. Compare their work approach to that of actual artists.</p>

	Look at other genres to see how they show movement. Compare and contrast to gain more insight into how to use imagery to convey their intentions.
3	<b>Personal places, public spaces.</b> Students look at public art in their local area. What is public art? sketching and researching throughout the term. Looking at artists who make work that is set in a public environment. Look at different movements and how they have approached the public space in various ways. Analysing artworks and art facts. Parallel to their practical work students learn about relevant artists in past and present and to show the work and the techniques in the context of Art history. Learner will enter national and international art competition. Students start to make an artist book.

# SCHEME OF WORK

for **Biology**

Year **9**



TERM	TOPICS
1	Characteristics of living organisms <i>[IGCSE section 1]</i> Inheritance and development <i>[Belonging to IGCSE section 3: Development of the organism and the continuity of life]</i> Respiration and excretion <i>[Belonging to IGCSE section 2: Organisation and maintenance of the organism]</i>
2	Respiration and excretion <i>[Belonging to IGCSE section 2: Organisation and maintenance of the organism]</i> Cells and transportation <i>[Belonging to IGCSE section 2: Organisation and maintenance of the organism]</i>
3	Cells and transportation <i>[Belonging to IGCSE section 2: Organisation and maintenance of the organism]</i> Reproduction <i>[Belonging to IGCSE section 3: Development of the organism and the continuity of life]</i>



## SCHEME OF WORK

for Chemistry

Year 9



TERM	TOPICS
1	<p><u>Particles, atomic structure, ionic bonding and the Periodic Table</u></p> <ul style="list-style-type: none"> <li>• The particulate nature of matter</li> <li>• Atomic structure and the Periodic Table</li> <li>• Bonding: the structure of matter</li> <li>• Ions and ionic bonds</li> <li>• The Periodic Table</li> <li>• Periodic trends</li> <li>• Group I</li> </ul> <p><u>Acids, bases and salts</u></p> <ul style="list-style-type: none"> <li>• The characteristic properties of acids and bases</li> <li>• Types of oxides</li> <li>• Carbonates</li> <li>• Preparation of salts</li> <li>• Identification of ions and gases</li> </ul>
2	<p><u>Metals and the Reactivity Series</u></p> <ul style="list-style-type: none"> <li>• Metallic bonding</li> <li>• Properties of metals</li> <li>• Reactivity Series</li> <li>• Extraction of metals</li> </ul>

	<ul style="list-style-type: none"><li>• Uses of metals</li><li>• Transition metals</li><li>• Thermal decomposition of some metal compounds</li></ul> <p><u>Reaction rates</u></p> <ul style="list-style-type: none"><li>• Rate of a reaction</li><li>• Energetics of a reaction</li></ul>
3	<p><u>Organic 1</u></p> <ul style="list-style-type: none"><li>• Naming of compounds</li><li>• Fuels</li><li>• Homologous Series</li><li>• Alkanes</li><li>• Alkenes</li><li>• Production of energy</li></ul> <p><u>Amount of substance</u></p> <ul style="list-style-type: none"><li>• Stoichiometry</li><li>• The mole concept</li></ul>

# SCHEME OF WORK

for English  
 Year Year 9



TERM	TOPICS
1	<p>Cross-over teaching Y9: Work – information, education, employment. Summary questions: collating information, gleaning, selecting and organising material. Writing a letter of application and a Curriculum Vita. Preparing the Internship at the end of Year 9.</p> <p>Speaking and listening: role-play dialogues, preparing and interview.</p> <p>Learning objective: to develop precise, perceptive analysis using a wide range of well-crafted sentences. To write descriptive texts.</p> <p>Genre: Fiction and poetry</p> <p>Cultural traditions expressed through different mediums.</p> <p>Analyse structures of poetical form.</p> <p>Learning outcome: to be able to deploy a range of formal and informal styles to enhance and emphasise meaning. To be able to plan, structure and write a descriptive text.</p> <p>Assessment test</p>
2	<p>Learning objective: to develop precise, perceptive analysis using a wide range of well-crafted sentences. To write discursive and argumentative texts</p> <p>Genre: Non-fiction: Travel writing, advertising copy, letters, diary accounts, reports and leaflets.</p> <p>Differentiate between formal and informal styles of writing and their use. Discover new strategies to analyse layers of meaning.</p>

	<p>Learning outcome: to be able to deploy a range of discursive approaches to a range of topics and to be able to write an argumentative and discursive text.</p> <p>Assessment test</p>
3	<p>Learning objective: to develop precise, perceptive analysis using a wide range of well-crafted sentences. To write discursive and argumentative texts</p> <p>Genre: Non-fiction</p> <p>Composition: giving an account, organising information chronologically</p> <p>Learning outcome: presentation of a controversial or current affairs topic in class</p> <p>Assessment test</p>

# SCHEME OF WORK

For German First Language

Year 9



TERM	TOPICS
1	<p>Thema 1: Orientierung in der Berufswelt. Berufsbilder. Schlüsselqualifikationen – Fähigkeiten einschätzen. Eine Bewerbung und einen Lebenslauf schreiben. Ein Vorstellungsgespräch analysieren. Nonverbale Signale erkennen. Sachtexte und Schaubilder erschließen und auswerten.</p> <p>Werkstatt Sprache: Nebensätze mit dass oder das. Kommasetzung.</p> <p>Werkstatt Literatur: Kürzestgeschichten. Lehrstellen entschlüsseln.</p> <p>Thema 2: Eine Ganzschrift lesen. Ein Portfolio anlegen. Eine literarische Figur charakterisieren. Eine Inhaltsangabe schreiben. Textstellen interpretieren. Erzähltheoretische Aspekte analysieren.</p> <p>Werkstatt Sprache: Sprache und Kommunikation. Fehler finden und korrigieren.</p> <p>Assessment test</p>
2	<p>Thema 3: Werte und Normen: Gerechtigkeit. Argumentieren in Dilemma-Situationen. Entscheidungen untersuchen. Einen Standpunkt entwickeln. Begriffe definieren und erklären.</p> <p>Werkstatt Literatur: Sage und Gleichnis</p> <p>Werkstatt Sprache: Groß- und Kleinschreibung</p> <p>Thema 4: Medien: Information–Meinung–Hintergrund. Zeitungsberichte und Interviews analysieren und vergleichen. Redewiedergabe, indirekte Rede richtig anwenden. Hintergrundinformationen auswerten. Weitere journalistische Textsorten kennen lernen.</p>

	Vorbereitung IGCSE German First Language Paper 1: Reading. Assessment test
<b>3</b>	<p>Thema 5: Gedichte aus verschiedenen Epochen analysieren, interpretieren und vergleichen. Sprachliche Gestaltungsmittel erkennen und interpretieren. Eine Interpretation schreiben.</p> <p>Werkstatt Literatur: Satiren untersuchen. Satirische Mittel.</p> <p>Werkstatt Sprache: Die Stellung der Wörter im Satz. Satzglieder erkennen. Satzglieder umstellen –Texte verbessern. Sätze verknüpfen.</p> <p>Vorbereitung IGCSE German First Language Paper 2: Writing (Erzählende/ beschreibende Texte verfassen)</p> <p>Assessment test</p>

## SCHEME OF WORK

for History

Year 9



TERM	TOPICS
1	French Revolution (1789) Rise and Fall of Napoleon Bonaparte Vienna Congress (1814/15) New European Order
2	Industrial Revolution and Pauperism (18 <sup>th</sup> /19 <sup>th</sup> century) Early Social Movements
3	Slavery and American Civil War (1861–1865)

## SCHEME OF WORK

For  
Mathematics  
Year 9



TERM	TOPICS
1	Number Graphs and Algebra 1: Linear Functions. Quadratic Functions. <b>Assessment Test</b>
2	Mensuration Geometry <b>Assessment Test</b>
3	Algebra 2 Trigonometry <b>Assessment test</b>



# SCHEME OF WORK

for Music  
 Year 9



TERM	TOPICS
1	<p><b>Introduction to IGCSE Music:</b> Assessment will involve evaluation of class participation, a performance project (solo or ensemble piece), a composition project, and a listening exam. The use of ICT (technology in performance, notation and sequencing software), which has an impact on all the above-mentioned styles/categories of music, will also be addressed.</p> <p><b>Music History and Appreciation:</b> Understand the path of music history through listening and analysing various significant composers' musical work. Concert report and composer biography presentation.</p> <p><b>Listening and appraising quiz:</b> All study covered during the course will be included in this test. Candidates will hear music extracts and be required to answer questions based upon these. Extracts from works which may be instrumental and/or vocal selected from the Renaissance, Baroque and Classical periods. In addition to questions on the areas listed above, candidates may also be required to identify the period and suggest a possible composer.</p> <p>Renaissance Period (1400–1600): Josquin Des Prez, Giovanni Pierluigi da Palestrina, Giovanni Gabrieli</p> <p>Baroque Period (1600–1750): Claudio Monteverdi, Johann Pachelbel, Antonio Vivaldi, Henry Purcell, George Frederick Handel, Johann Sebastian Bach, Opera, Oratorio (Recitative, aria and chorus), concerto</p> <p>Classical Period (1750–1820): Christoph Gluck, Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Symphony, string quartet, sonata, march, waltz, minuet and trio</p>

2	<p>Romantic Period (1820–1900): Franz Schubert, Frederic Francois Chopin, Robert &amp; Clara Wieck Schumann, Johannes Brahms, Felix &amp; Fanny Mendelssohn, Johannes Strauss the father and son, Franz Liszt, Richard Wagner, Gustav Mahler, Richard Strauss</p> <p>Romantic Period (1820–1900) Nationalism: Mikhail Glinka, Russian Mighty Five (Mily Balakirev, Cesar Cui, Alexander Borodin, Modeste Mussorgsky, Nicolai Rimsky–Korsakov), Piotr Ilyich Tchaikovsky, Bedřich Smetana, Antonin Dvorak, Edvard Grieg, Jean Sibelius, Hector Berlioz</p>
3	<p>20th Century – Impressionism, Neo–classicism (Claude Debussy, Igor Stravinsky), Nationalism (Sergei Prokofiev, Dmitri Shostakovich, Bela Bartok and Aaron Copland), Serialism (Arnold Schoenberg, Alban Berg and Anton Webern). Create a twelve tone composition. Avant–garde, Chance music (Charles Ives, John Cage, Karlheinz Stockhausen, Edgard Varese)</p> <p>Modern 2001–now Blues, Jazz and Musical (Cole Porter, George Gershwin, Edward “Duke” Ellington, Leonard Bernstein, Andrew Lloyd Webber)</p>

# SCHEME OF WORK

for Spanish Second Language

Year 9



TERM	TOPICS
1	<p>TEMA 1: ASÍ SOY YO</p> <ul style="list-style-type: none"> <li>. Mi familia y yo: ¿Quién eres?/ ¿Cómo eres?                             <ul style="list-style-type: none"> <li>– Revisión de los meses, números y países</li> <li>– Practicar interrogativos</li> <li>– Presente de los verbos regulares</li> <li>– Adjetivos</li> </ul> </li> <li>. ¿Cómo es tu casa?: Las tareas de la casa/ El dinero/ La rutina diaria                             <ul style="list-style-type: none"> <li>– Revisión de las partes de la casa, los muebles y tareas domésticas</li> <li>– Practicar los verbos reflexivos</li> <li>– Las preposiciones de lugar</li> </ul> </li> <li>. Mi barrio, mi ciudad: Lo bueno y lo malo                             <ul style="list-style-type: none"> <li>– Revisión de los lugares en una ciudad</li> <li>– Dar y recibir direcciones</li> </ul> </li> <li>. Diversas pruebas de vocabulario y gramática</li> </ul> <p>TEMA 2-1: GENTE JOVEN</p> <ul style="list-style-type: none"> <li>. El tiempo libre                             <ul style="list-style-type: none"> <li>– Repaso del presente de los verbos irregulares</li> <li>– Verbos gustar, encantar, interesar...</li> <li>– Expresar gustos y preferencias</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Repaso de la hora</li> <li>- Formular invitaciones</li> </ul> <p>Assessment Test</p>
2	<ul style="list-style-type: none"> <li>. ¿Qué hiciste el fin de semana pasado?</li> <li>- Repaso del pretérito indefinido</li> <li>. Diversas pruebas de vocabulario y gramática</li> </ul> <p>TEMA 2-2: GENTE JOVEN</p> <ul style="list-style-type: none"> <li>. ¿Cómo te enteras?</li> <li>- Medios de comunicación</li> <li>- Programas televisivos</li> <li>- Ser capaz de utilizar verbos impersonales e infinitivos</li> <li>. ¿Qué opinas?</li> <li>- Expresar opiniones</li> <li>- Utilizar expresiones negativas</li> <li>. ¿A quién admiras?</li> <li>- Uso de adverbios</li> <li>- Uso de comparativos y superlativos</li> <li>- Interjecciones más comunes</li> <li>- Uso del pretérito imperfecto</li> </ul> <p>Assessment Test</p>

3	<p>TEMA 3-1: EL MUNDO DEL TRABAJO</p> <p>¿Qué tal tu cole?</p> <ul style="list-style-type: none"> <li>- Uso de verbos de necesidad y obligación</li> <li>- Vocabulario: asignaturas y uniforme...</li> </ul> <p>. La tienda del colegio</p> <ul style="list-style-type: none"> <li>- Uso de los pronombres directo e indirecto</li> </ul> <p>. Diversas pruebas de vocabulario y gramática</p> <p>TEMA 3-2: EL MUNDO DEL TRABAJO</p> <p>. Las prácticas de trabajo</p> <ul style="list-style-type: none"> <li>- Solicitar un trabajo</li> <li>- Discutir sobre las tareas en el puesto de trabajo</li> <li>- Dar opiniones sobre el mundo laboral</li> <li>- Usos de los tiempos pasados: indefinido, imperfecto y perfecto</li> </ul> <p>. Al teléfono</p> <ul style="list-style-type: none"> <li>- Conversaciones telefónicas</li> </ul> <p>. El futuro</p> <ul style="list-style-type: none"> <li>- Tiempo futuro regular e irregular</li> <li>- El tiempo condicional regular e irregular</li> <li>- Adverbios terminados en -mente</li> </ul> <p>. Diversas pruebas de vocabulario y gramática</p> <p>Assessment Test</p>
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# SCHEME OF WORK

for Geography

Year 9



TERM	TOPICS
1	<p><b>Population dynamics</b>                      The growth of the world’s population and associated problems, contrasting patterns of population growth (or decline) as influenced by migration, birth rate and death rate, Population Pyramid</p> <p><b>Rural and Urban Settlements</b>                      Factors influencing the size, development and function of urban and rural settlements, hierarchy of settlements and services, characteristics of urban land–use zones in MEDCs and LEDCs, problems of urbanization and its impact on environment</p> <p><b>Weather, climate and natural vegetation</b>                      Instruments at a weather station, weather observations, Interpretation of weather data, Cloud types and extent of cloud cover, main characteristics of the climate in the regions, seasonal distribution of climate features and graphical representation</p> <p><b>Equatorial and hot desert biomes</b>                      Characteristics and distribution of tropical rainforest and tropical desert biomes, Causes and effects of deforestation</p> <p><b>Applied Geography and Geographical skills (2nd and 4th Paper)</b>                      Assessment test</p>
2	<p><b>Plate Tectonics: Earthquakes and Volcanoes</b>                      Global pattern of plates, their structure, plate movements and their effects, distribution of fold mountains, volcanoes and earthquake</p> <p><b>Landforms and Landscape processes</b>                      Factors influencing the types and rate of weathering</p>

	Assessment test
<b>3</b>	<p><b>River processes</b> Hydrological characteristics and processes, drainage basin, work of a river and landforms associated with erosional, transformational and depositional processes, hazard–opportunities and management</p> <p><b>Marine Processes</b> Components of waves, wave processes in eroding a coastline and re–sorting and depositing materials removed through erosion, landforms associated with these processes. On shore and off–shore movements of transported material, Long shore drift, coastal sand dunes, coral reefs</p> <p><b>Leisure activities and tourism</b> Growth of leisure facilities and tourism, benefits and disadvantages of tourism</p> <p><b>Applied Geography and Geographical skills (2nd and 4th Paper)</b></p> <p>Assessment test</p>