

# CURRICULUM OVERVIEW

**UPPER 4 (YEAR 9)**

2025-26



# CURRICULUM POLICY

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**OUR VISION** is to be a leading school in the UK, committed to educational excellence in a caring and happy environment that fosters a life-long love of learning.

**OUR MISSION** is that our team of inspiring teachers will instil in each individual the confidence to excel academically, socially and morally. Through an educational experience designed specifically for girls, we are able to give them the skills and the courage to go out into the world and make a real difference.

**OUR AIMS** are that our students will:

- develop their love of learning
- demonstrate creativity and curiosity
- be socially responsible and compassionate
- become independent and reflective learners
- be culturally aware
- be confident with challenge and change

Our leavers will be equipped to succeed in a rapidly changing world.

The Maynard School defines the curriculum as the totality of the learning experience. We aim to provide a broad, balanced and relevant curriculum that stretches and challenges all our learners.

## HOMEWORK POLICY

Upper 4 (Year 9)

30 minutes per subject. No evening to exceed 1 hour 30 minutes.



# ASSESSING AND REPORTING STUDENT WORK

## HOW WE REPORT ATTAINMENT (YEARS 7-9):

This mark will be used on reports and progress checks and is based on the same mark scheme applied to student work in books/files and standardised assessments. In Year 9 (U4) we use a finer grade on these descriptors to help inform parents and students of progress as they prepare for GCSE options e.g. Mastery+, Mastery, Mastery-.

Grade	Explanation
M	Mastery – work shows full understanding of key concepts and students are able to apply them in different contexts
S	Secure – work shows a secure understanding of key concepts
D	Developing – work shows some understanding of key concepts
E	Emerging – students are struggling with understanding the key concepts

## HOW WE ARE REPORTING EFFORT (YEAR 7-YEAR 13) ON PROGRESS CHECKS AND REPORTS:

Effort is split into 3 categories: “**Home Learning**”, “**Attitude to Learning**” and “**Organisation**”.

Quality of Homework and Class Participation use a four-point scale: “**Outstanding**”, “**Very Good**”, “**Good**”, and “**Cause for Concern**”.

**HOME LEARNING:** This grade represents the effort that appears to be put into homework and its quality (but not necessarily level of attainment reached). We do not expect students to spend more than the allotted time on homework but reward focused engagement with tasks. Not all subjects set homework and may display the mark “n/a”.

**ATTITUDE TO LEARNING:** This grade represents engagement during lessons, for example, working well independently or as part of a group when required, getting on with tasks, using initiative and sharing creative ideas. The attributes of effective learning may include:

- Make appropriate contributions in class discussion
- Take a full part in class activities
- Work cooperatively in groups
- Stay focused on their learning
- Seek help promptly
- Review and reflect on their learning

We expect the majority of our students to be “**Very Good**”. The top band “**Outstanding**” is rarely used, and not all homework or classwork tasks routinely give the opportunity for students to demonstrate this.

“**Organisation**” applies to students being equipped for lessons and ready to learn with the correct books and deadlines met on time. This is graded “**well-organised**”, “**mostly organised**” and “**disorganised**”. We expect “**well-organised**” for all students.

#### **Organised learners:**

- Are punctual to lessons
- Bring books and equipment
- Keep tidy and complete notes
- Record homework tasks accurately
- Meet deadlines

## CURRICULUM SUMMARY

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Art & Design	1 period per week
Computing	1 period per week
Drama & Theatre Studies	1 period per week
English	4 periods per week
Food & Nutrition	1 period per week
French/Spanish	3 periods per week
Geography	1 period per week
History	1 period per week
PSHE	1 period per week
Mathematics	4 periods per week
Music	1 period per week
PE / Games	2 periods per week
Religious Studies	1 period per week
Science: Biology, Chemistry, Physics	3 periods per week
Latin (optional)	1 period per week

All periods are 1 hour in length giving a 25 period per week cycle.

# ART & DESIGN

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr O Hurd-Thomas**

## SUBJECT OVERVIEW

The focus of the Upper 4 Art & Design course is to develop students' imaginative and creative abilities. They will develop their skills using a variety of media in both 2D and 3D. Both projects reflect the Art Department's model of the creative process and therefore develop students' skills in researching and analysing the work of other artists, exploring a range of making processes, and in recording the world through observational drawing and photography.

Accompanying the practical projects are lessons in Art History, introducing the basic framework of traditional/modern/contemporary Art, and a core knowledge base including key vocabulary, basic analytical skills using the formal elements, and fundamental topics relevant to all artists e.g. use perspective, or types of composition.

## SUBJECT / TOPIC

## SKILLS / ATTITUDES

The Green Man

Students make their own ceramic interpretations inspired by the Green Man motif. They study this sculptural type and associated artists before making watercolour designs as starting points for their 3-D work. They also explore and develop skills around drawing facial expression and emotion.

Architecture

Students work in pairs to create a 3-D mixed media model of a piece of imaginary architecture. On the way they consider the work of architects such as Zaha Hadid and Richard Rogers, and develop basic skills in one and two point perspective drawing, as well as producing a personal 2-D design of an imaginary building.

# BIOLOGY

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss J York**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. This is the first year of the GCSE course and all pupils will study the same foundation topics in Upper 4.

## SUBJECT / TOPIC

- Cell structure
- Cell division
- Transport in cells
- Principles of organisation
- The human digestive and the human circulatory system
- Non-communicable diseases in humans



# CHEMISTRY

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr I Macdonald**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. All pupils will study the following topics in Upper 4.

## SUBJECT / TOPIC

- Health & Safety and practical skills
- A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes
- Mixtures
- Scientific models of the atom
- The periodic table
- Analysis of mixtures and gases
- Chemical changes (metals)





# COMPUTING

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr J Friendship**

## SUBJECT OVERVIEW

The Year 9 curriculum is designed to prepare students for the rigours of GCSE and beyond. Looking at building AIs, including ethics, networking computers, game development and algorithmic thinking.

The students will learn about computing through three distinct learning pathways:

- The National Curriculum (with programming emphasis)
- Computer Training on software they need to extend their learning in all subjects
- E-Safety (keeping students safe in the digital environment)

### NATIONAL CURRICULUM

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

### COMPUTER TRAINING

Python preparation for GCSE

AI and Machine Learning

Digital Video

Animation

Idea.org.uk

### E-SAFETY

Digital breadcrumbs and finding digital footprints

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting online identity and privacy; recognising inappropriate content, contact and conduct and knowing how to report it

Cyber security



# DRAMA & THEATRE STUDIES

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs J Bellamy-Cooper**

## SUBJECT OVERVIEW

Upper 4 Drama focuses on developing creative confidence, spontaneity and presentation skills.

## SUBJECT / TOPIC      SKILLS / ATTITUDES

**‘The Games People Play’** Exploring the different roles we play in our lives e.g. daughters, sisters, students, baby-sitters, employees, friends – using a series of pictures and text excerpts as stimuli. Directors – in pairs, learning to direct the other one’s movements and actions on a given signal, learning to be leader and follower in turns. In threes/ fours, taking it in turns to direct a short tableau/ scene. Improvisation—how to think on your feet, act spontaneously and create opportunities for others to join in.

**Devising upon a theme: ‘Celebrity’, ‘Slavery’** Exploring celebrity culture — the impact on women in our society, the pros and cons of fame. Includes independent research and the creation of group drama using new techniques and the revision of the drama toolkit. Critical reflection of own and other’s values leading to discussion and debate.

**Storytelling and suspense** Exploration of the structure of traditional stories, identification of styles eg: adventure, fairy tale, urban myth etc. Use of climax and anti-climax, pace, volume, props and lighting to create a thrilling story with extreme moments of suspense incorporating direct address with the audience.

**Public Speaking/ Presentation** A study of excellent speakers throughout history identifying their physical and vocal attributes and strategies. Once they have established an individual area of injustice/protest to research, girls devise a protest speech, with accompanying media, using physical gesture, facial and physical expression, use of vocal pace, pause, modulation and contrasts to communicate with their audience.

# ENGLISH

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs S Bean**

## SUBJECT OVERVIEW

Upper 4 students refine their literacy skills and deepen their appreciation of the English Literary Heritage. Pupils are taught to speak, read and write about nineteenth, twentieth and twenty-first century literature, non-fiction and media texts independently and confidently, referring in detail to the technical aspects of how the language has been used, and to identify how this affects the reader. Upper 4 students gain a richer appreciation of the world of words and how to navigate their way in it with sensitivity, maturity and inquisitiveness.

### SUBJECT / TOPIC

Texts are chosen at the class teacher's discretion but must include examples of nineteenth, twentieth and twenty-first century prose fiction, drama, poetry and non-fiction texts. Works covered may include:

#### Novels:

- 'A Christmas Carol' (Charles Dickens)

#### Poetry:

- Selection of canonical and contemporary poetry based on teacher's choice

#### Drama:

- 'Twelfth Night', 'Much Ado About Nothing' or 'A Midsummer Night's Dream' (Shakespeare)

#### Non-fiction texts:

- Report Writing
- Magazine articles

### SKILLS / ATTITUDES

**Speaking and Listening:** Students are required to speak on topics and take part in drama simulations with which they and their audience are unfamiliar. Their skills are challenged further by debating on contentious issues.

**Reading:** In the study of nineteenth, twentieth and twenty-first century literary, non-literary and media texts, students are increasingly independent at recognising and retrieving information about syntax, language choice, structure, audience and purpose, whilst going on to discuss and write about their effect on the reader.

**Writing:** Detailed analytical writing is developed, and the skills of essay writing are refined and extended. Students are taught to adapt syntax and presentation in the production of persuasive, argumentative, informative, descriptive and explanatory writing.

#### Spelling, punctuation and grammar:

Students are encouraged to use sophisticated, varied and appropriate grammar, punctuation and language, and are taught how to punctuate quotations. Great emphasis is put on writing accurately in the girls' final year before their GCSE courses.

# FOOD AND NUTRITION

Student year: **Upper 4 (Year 9)** Head of Department: **Mrs S Fanous**

## SUBJECT OVERVIEW

In Upper 4 (Year 9), we continue to develop the understanding and practice of basic nutrition and healthy eating with particular consideration to the role and function macro and micronutrients. We look at nutritional needs throughout life and how the choice of foods we eat affects our health. Students study current food provision whilst considering ethical food choice. Throughout all these topics we continue to develop high order practical cookery skills for life.

## SUBJECT / TOPIC

### Food and the environment, Food, Nutrition and Health

- Food origins, food miles and the importance of reducing food waste
- The importance and use of seasonal foods
- Global food issues and sustainability
- Christmas cake design
- Diet, nutrition and health
- Nutritional needs for teenagers

## SKILLS / ATTITUDES

- To identify, develop and understand current food trends and issues
- To design, make, evaluate and suggest improvements on a selection of related food products whilst encouraging ethical food choices
- To develop manual dexterity and organisational skills considering custom, tradition and aesthetics
- To design and make models using colouring techniques
- To develop an understanding of main sources, function and role in the diet of the main nutrients
- To understand how the choice of food affects health and wellbeing in teenage years
- To develop, extend and expand advanced practical skills



# FRENCH

Student year: **Upper 4 (Year 9)** Head of Department: **Mme C Smith**

## SUBJECT OVERVIEW

As well as being taught to cope with more demanding comprehension material relating to healthy living and holiday experience, girls are also encouraged to write with greater sophistication using a range of tenses and linking words.

We start the GCSE course half-way through Spring term in order to spread the content over a longer period of time and gain confidence and exam techniques earlier on.

## SUBJECT / TOPIC

- Parts of the body and illnesses
- Healthy living and food
- Holiday experience
- Friendship, family relationships and marriage

### Grammar

- The expressions with avoir and être
- The partitive articles
- The adverbs of time
- Using verbs in the infinitive
- The perfect tense for regular and irregular verbs
- The relative pronouns
- The prepositions
- The modal verbs
- The adjective agreement and position
- Comparative and superlative
- The future tense
- Direct object pronouns
- Emphatic pronouns

## SKILLS / ATTITUDES

- Learning to reuse language that we have heard or read, adapting it in new contexts for different purposes
- Learning to write clearly and accurately, including an appropriate level of detail and sophistication
- Learning strategies to deal with unfamiliar language



# GEOGRAPHY

Student year: **Upper 4 (Year 9)** Head of Department: **Miss Williamson**

## SUBJECT OVERVIEW

This is the final year of Key Stage 3 when pupils consolidate many of the skills learnt during the last two years.

### SUBJECT / TOPIC

**Development Dilemmas:** What we mean by development, including different ways of measuring development. Questioning definitions of development. Causes of the development gap. Reducing global inequalities. What is the best way to reduce the development gap?

**Globalisation/Superpowers:** What is globalisation? TNC's- advantages/ disadvantages. Fair Trade vs Free Trade. What is a superpower? Which is the greatest superpower?

**Hazards:** What is a hazard and what makes us vulnerable? Disease as a hazard: Malaria, Ebola, Waterborne Diseases, Tropical Storms, Flooding, Drought, Sea Level Rise, Volcanic Hazards, Earthquakes and Tsunamis.

#### Introduction to Resources:

Food - how resources affect economic and social wellbeing. Distribution of resources. Where food comes from, food miles. Water demand. UK energy and managing the UK energy mix.

### SKILLS / ATTITUDES

- Photograph interpretation and using satellite images
- Collecting own data, graphing this data and analysing it. Analysing other graphs and information, presenting a balanced argument
- Empathising with others, debating
- Using GIS to collect data
- Developing extended writing skills
- Presentation skills and ability to argue and debate
- Using topological maps
- Interpreting statistics and examining correlations between data



# HISTORY

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr J Tabb**

## SUBJECT OVERVIEW

At Key Stage 3 (Years 7– 9) the History course explores British History from 1066 to 1945. In the Autumn Term our Upper 4 students will focus on the modern world, 1750 to 1918, and undertake a series of enquiries into some of the key events in this period. In the Spring Term they will begin to learn the course-content for our GCSE Paper 1a) USA unit.

### SUBJECT / TOPIC

- The British Empire: Was it a force for good?
- Who was most to blame for the Great War?
- Understanding interpretations: How accurate is the BBC's representation of life in the trenches?
- The inter-war years: A crisis of democracy?
- The USA: 1920-45. The 'Boom' years:
  - The benefits of the 'boom' years
  - The inequalities of wealth
  - New industries and the age of mass-production
  - The role of the Republican Government
  - Wall Street and the stock market 'boom'
  - A new era of entertainment in the Twenties

### SKILLS / ATTITUDES

- Interpretation and evaluation of evidence
- Developing 'complex analysis' within extended writing
- Understanding cause and consequence
- Exploration of relative importance of several linked causes (the many reasons for the outbreak of war in 1914)
- Developing individual research skills, including the use of first-hand evidence and the evaluation of sources
- Understanding Britain's place within the wider world
- Understanding diversity within Britain

# LATIN

Student year: **Upper 4 (Year 9)** Head of Department: **Dr L Keen**

## SUBJECT OVERVIEW

The third year of Latin at Key Stage 3 consolidates and develops language knowledge through reading stories set in Roman Britain and Alexandria. Mythical stories are also read, inspired by the Roman poet Ovid's *Metamorphoses*.

## SUBJECT / TOPIC

**Language:** Be able to identify and how to translate:

- Irregular verbs *volo*, *nolo* and *possum* + infinitive
- Adjective agreement
- Relative and demonstrative pronouns (Nom. and Acc.)
- Pluperfect tense
- Comparison of adjectives
- Commands and prohibitions

**Background:** Explore life in Roman Britain and Alexandria including:

- King Cogidubnus and Fishbourne Palace
- The cosmopolitan nature of the bustling city of Alexandria
- Glassmaking and the worship of Isis
- Alexandria as a centre of science and learning
- Shared Greek and Roman mythology

## SKILLS / ATTITUDES

- Increase understanding of sentence structure
- Increase skills in analysis and translation
- Develop derivation awareness
- Develop memory
- Develop an awareness of the influence of the Roman Empire from Britain to Egypt
- Increase appreciation of life and attitudes in different societies and cultures
- Increase knowledge of mythology and Roman poetry





# MATHEMATICS

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Student year: **Upper 4 (Year 9)** Head of Department: **Dr R Henderson**

## SUBJECT OVERVIEW

In Upper 4, students consolidate and extend their understanding across all strands of mathematics in preparation for the IGCSE course. They explore more advanced topics in algebra, geometry, and data, while applying mathematical techniques to IGCSE-level problems. There is a strong emphasis on reasoning, precision, and fluency to ensure a smooth transition to Key Stage 4.

### SUBJECT / TOPIC

#### Number:

- Negative and fractional indices
- Standard form
- Fractions, percentages and decimals
- Percentage change and reverse percentages
- Compound interest
- Surds
- Estimation and approximation

#### Algebra:

- Linear equations
- Simultaneous equations
- Graphical simultaneous equations
- Algebraic fractions
- Linear and quadratic factorisation
- Solving quadratic equations by factorising
- Expanding triple brackets
- Arithmetic sequences and series
- Using formulae
- Plotting and sketching quadratic functions
- Inequalities

#### Statistics:

- Probability with trees
- Sets and Venn diagrams
- Cumulative frequency graphs

#### Shape & Space:

- Area, perimeter and volume
- Arcs and sectors
- Spheres and cones
- Trigonometry
- Advanced trigonometry
- Transformations
- Constructions

### SKILLS / ATTITUDES

- Accurate use of non-calculator and calculator methods
- Strong mental arithmetic and estimation skills
- Confidence in asking questions and articulating mathematical thinking
- Engagement in complex multi-step problem solving
- Participation in practical and investigative tasks
- Persistence and independence in tackling challenging material
- Completion of challenging personalised homework
- Developing revision strategies and subject-specific study skills

# MUSIC

Student year: **Upper 4 (Year 9)** Head of Department: **Miss A Blackwell**

## SUBJECT OVERVIEW

Pupils will experience the key components of the subject: performing, composing, listening and appraising. They will look at how music is constructed as well as learning about music from other eras and cultures.

## SUBJECT / TOPIC

### AUTUMN TERM

#### Soundtracks

- Leitmotifs
- Cue sheets
- Storyboards

#### British Classics

- Music for national occasions
- Understanding anthems
- Class Concert

### SPRING TERM

#### Minimalism

- Motifs
- Rhythmic phase shifts
- Looping, electronic music

#### Samba

- Cultural background
- Instruments
- Class performance

### SUMMER TERM

#### Rock 'n' roll

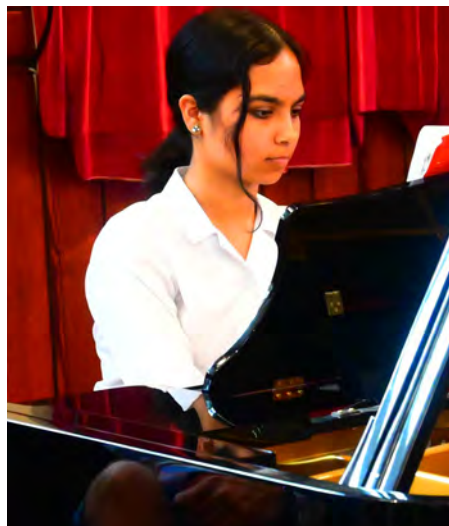
- Bass lines
- Triads
- 'Rock round the clock'

#### BBC Ten Pieces

- Analysing and appraising set pieces
- Understanding music in context
- Concert etiquette

## SKILLS / ATTITUDES

- Understanding the role of music in different societies
- Evaluating music from different genres; compare and contrast
- Analysing repertoire; structure, tonality, tempo, dynamics, instrumentation
- Contributing to solo and group performances and compositions and appraising progress
- Using Sibelius Ultimate software



# PHYSICAL EDUCATION & GAMES

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs A Lewis-Weeks**

PE is assessed holistically using our Maynard ME in PE policy, looking at Physical ME, Social ME, Healthy ME, Thinking ME and Personal ME.

<b>Gymnastics/ Dance</b> Social ME	Educational gymnastics including vaulting and large apparatus group and sequence work. Development of choreography in dance.
<b>Netball</b> Physical ME	More advanced passing, catching and footwork skills, e.g. work with non- dominant hand, reverse pivot and more defensive and attacking tactics to outwit opponents. Groups are set according to ability.
<b>Hockey/Football</b> Healthy ME	Development of more advanced patterns of play, tactics and skills, eg. shadowing, channelling and scanning. Groups are set according to ability. Option to choose hockey or football in games for the autumn term.
<b>Badminton</b> Thinking ME	Refinement of techniques and tactics learned in previous year with emphasis on out-witting opponents.
<b>Basketball</b> Personal ME	Development and replication of set skills with more emphasis on tactical and positional play, e.g. forwards, post-play and ball handler. Leading to full game.
<b>Fitness for life</b> Healthy ME	Knowledge & understanding of aerobic activity and effects on the body. Experience of different types of aerobic fitness and personal preferences.
<b>Athletics</b> Physical ME	Practice and performance of all Track and Field disciplines. Individual skill acquisition to improve personal performance in all events. Refinement and development of techniques. Emphasis on safety.
<b>Cricket</b> Thinking ME	Inclusion of striking and fielding skills within the game context. Awareness of tactics.

# PHYSICS

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr C Ridler**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. All pupils will study the following topics in Upper 4.

## SUBJECT / TOPIC

### Energy

- Energy stores and energy transfers
- Efficiency
- Thermal insulation
- Energy resources

### Particle model of matter

- Density
- States of matter
- Internal energy
- Specific heat capacity
- Specific latent heat



# PSHE

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs C Finnegan**

## SUBJECT OVERVIEW

In the Upper 4 year we aim to equip our young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and responsible lives. At the heart of the lessons is questioning, debating and discussion individually, in small groups and as a whole class. The PSHE curriculum follows a spiralised approach from U3-U6 with the aim of the curriculum to support the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We use a wide variety of different contemporary resources in our PSHE curriculum; we design and plan our own custom learning activities for students based upon best practice and identified local community, social and economic needs and priorities. Our high quality PSHE planning and delivery is informed and influenced by our active membership of the national PSHE Association and uses the core themes of 'Health & Wellbeing', 'Relationships' and 'Living in the wider world' to structure our programmes of study. We follow and embed statutory RSE guidance.

## SUBJECT / TOPIC

Physical and Mental Health  
 Safety On and Offline  
 Families  
 Respectful relationships, including friendship  
 Intimate relationships, including sexual health  
 Careers  
 Study Skills

## SKILLS / ATTITUDES

Developing relationships and working with others  
 Given scenarios in which to vocalise opinions and problem solve  
 Appreciation of others' lives, problems encountered and how to find solutions  
 Exploring cultures outside our own  
 Develop social skills  
 Developing communication and listening  
 Developing sense of identity and belonging  
 Preparing for life in a diverse society

We believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people, and in the future as adults. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.



# RELIGIOUS STUDIES

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss K Gwynne**

## SUBJECT / TOPIC

### ULTIMATE QUESTIONS (one term)

#### Religions focus: Christianity, non-religious worldviews

- Exploring life's "big questions": Is there a God?, Why do we suffer?, What happens when we die?
- Developing skills in evaluation and argument

### EXPLORING JUDAISM (one term)

#### Religions focus: Judaism

- Exploring some of the key beliefs and practices of Judaism
- Investigating the impact of the Twentieth Century Holocaust/Shoah on Jewish life and thought

### RELIGION, IDENTITY AND DIVERSITY (one term)

#### Religions focus: Various

- Understanding the background to the UK as a multi-faith society; prejudice, religious conflict and tolerance
- Community cohesion; relationships between faith communities
- Forced marriage and FGM (as part of RSE programme)

## SKILLS / ATTITUDES

- Ability to investigate and explain differing influences of religious beliefs on individuals, communities and societies
- Development of critical thinking, interpretation, evaluation and communication skills
- Moral awareness, self-knowledge, respect for others, open-mindedness, empathy, global awareness





# SPANISH

Student year: **Upper 4 (Year 9)** Head of Department: **Mme C Smith**

## SUBJECT OVERVIEW

In addition to being guided towards coping with more demanding comprehension material relating to holidays, food, shopping, clothes and free time activities, girls are encouraged to write with greater sophistication using a range of tenses, idiom and linking words using the past, present and future tenses. We will start the GCSE course in the Spring term to introduce the girls to KS4 language and expectations.

### SUBJECT / TOPIC

- Places in the town
- Describing past holidays
- Saying what you did on holiday
- Spanish-speaking countries
- Meals and food
- Talking about healthy/unhealthy food and living
- Saying what you should/shouldn't do to be healthy
- Relationships with family and friends

### Grammar

- The preterite (simple past) tense; ar- -er- -ir- verbs, full paradigm
- Common irregular verbs in the preterite tense
- Giving opinions in the past
- The present indicative tense
- Expressions of time and adverbs of frequency
- Comparatives and superlatives
- Demonstrative adjectives
- Adjectival agreement
- Direct object pronouns

### SKILLS / ATTITUDES

- We learn to recognise and reuse newly acquired language, adapting it to suit new contexts
- We learn to deal with the unexpected by recognising cognates and deducing meaning from context
- Cultural awareness of daily life, customs and culture in various Spanish speaking countries





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MADE FOR GIRLS AGE 4 - 18

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The Maynard School is a registered charity  
providing education for girls.  
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