Year 9 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 3 curriculum planning

Students complete key stage 3 from years 7 to 9 to allow them to study a wide range of subjects in sufficient depth to really understand the very nature of each subject. In each of these year groups, students study: English, maths, science, geography, history, religious studies, MFL (French and Spanish), PE, DT (to include a range of disciplines, including product design, engineering and catering), computing, drama, art and music, as well as personal, social, health, citizenship and economic education (PSHCE), which is delivered to tutor groups.

Curriculum mapping

English

Overall curriculum intent for year 9: Key question: **How and why can our interpretation of what is moral differ between individuals and societies?** Year 9 aims to continue to broaden pupils' experiences of the world through the study of literature, as they encounter the hypocrisies and inconsistencies within cultures they thought may have been familiar. We then move on to a greater examination of the wider world and the different experiences and perspectives it offers. We also begin to think about skills of recall and application of knowledge for GCSE. Lessons have a SPAG focus and incorporate tier 2 and 3 explicit vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Morality within fiction: *Long Way Down*. Introduction to the context of urban, black USA and gang culture. Pupils explore key themes of responsibility, privilege, culture, revenge and moral codes.	How do journalists shape morality? Non-fiction study looking at representation and bias in modern and historical media. Examination of mainstream media and political affiliations and how the media has been utilised to create and uphold power structures.	Challenging stereotypes and exploring morality. Contemporary play. Malorie Blackman: Noughts and Crosses. Exploring racism through an alternative lens. Challenging the historical status quo to promote discussion and debate and encourage critical thinking.	Morality through history. Revolution and individuality: An introduction to Romanticism. How the Romantic poets used their platform to challenge authorities and give the oppressed a voice, as well as to act as proponents of freedoms and nature.	Morality and the individual. Revolution and individuality: Persuasive speeches. Transactional writing/ speaking and listening unit. Pupils must complete their GCSE speaking and listening assessment, with marks recorded. Speeches must be on a persuasive/moral issue.	The experience of those from other cultures. Exploring identity and morality within society. Identity Poems: *Power and Conflict* cluster.
Content mapping	Jason Reynolds: *Long Way Down.*	Selection of non-fiction media texts.	Malorie Blackman: *Noughts and Crosses*	Poems: Blake: The Chimney Sweeper Shelley: I met murder on the way Charlotte Smith: To a nightingale Wordsworth: I wandered lonely as a cloud Wordsworth: Excerpt from the Prelude	Pupils to research content, draft and edit their individual speeches.	Poems: - Checking out me history - The Emigree - Tissue
Key skills developed	How to select and organise material from a text. How to format a newspaper article.	Close reading skills – comparison of two articles, linked by theme, tying in relevant political context.	How to research, draft and edit an opinion piece for a magazine article.	How to analyse and compare poems, linking in relevant social and historical context.	How to select, research and organise the content for a speech.	How to craft a piece of creative writing from an alternative viewpoint using *drop, shift, zoom, leave* and embedded a motif.

Maths

Overall curriculum intent for year 9: students focus on geometry and how percentages are used to calculate wages, bills, and interest rates.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	The interconnections of algebra, by expanding brackets and rearranging. Interpreting graphs and modelling different situations.	Volumes and surface areas, which change based on the shape's faces, lengths of edges and number of vertices. Geometric properties of key shapes are used in standard constructions.	Scatter graphs are a way of representing the relationship between two variables	Linear and quadratic functions, and how linear graphs can solve simultaneous equations. The information required to describe a rotation (centre of rotation, size and direction of rotation)	Scale up and down using ratio, proportion, including enlargement. Convert confidently between units and recognise the units associated with compound measures.	Pythagoras and trigonometric functions are used in obtaining unknown angles and distances from known or measured angles in geometric figures.
Content mapping	Expanding Brackets Rearranging Straight Line Graphs	Three Dimensional Shapes Constructions & Congruency	Scatter Graphs Using Percentages Maths & Money	Deduction Non-Linear Graphs Rotation & Translation	Enlargement & Similarity Solving Ratio & Proportion Problems Compound Measures	Pythagoras Theorem Trigonometry
Key skills developed	Applying division and multiplication to every term. That coordinates can be represented algebraically and graphically. That a graphical representation shows all of the points within a range that satisfy a relationship and how the sequence in a table relates to the equation of the line. That a line represents an infinite set of points that all fit the rule.	Use knowledge of the net of a cylinder to derive to a formula to calculate surface area of a cylinder. Accurate use of protractor and compasses. Classifying shapes by their properties.	Recognise if correlation is possible and whether it is positive or negative from a graph – justify why this may be. Why and how the repeated percentage indices operate.	Using reasoning to explain the steps of working when solving angle problems. Use counterexamples to show that conjectures are not true. When a shape has been rotated or translated, the object and image are congruent. Vector notation is used when describing a translation.	Angles do not change size when the shape is enlarged and so the shape is similar. Solve problems to find missing lengths in similar shapes. Change freely between related units (e.g. time, length area, volume/ capacity) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts.	Using Pythagoras Theorem to prove right angled triangles. Why using the ANS button/accurate values is important in multistep problems.

Science

Overall curriculum intent for year 9: To begin the transition from KS3 and the KS3 national curriculum to preparing students for their move to GCSE content by consolidating the key threshold concepts covered at KS3 through synoptic, theme-based topics.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	**Motion and pressure (Act 2)** Understand how substances can be influenced by forces to alter their motion and pressure **New Technology in Biology**- how cutting-edge developments in Bioscience impacts our understanding of the world around us **New Technology in Chemistry-** how cutting-edge developments in Chemical science impacts our understanding of the world around us	**New technology in Physics**- how cutting-edge developments in Physics impacts our understanding of the world around us **Turning Points in Biology-** Understand how big ideas in Biology shape our understanding.	**Turning points in Chemistry-** Understand how big ideas in Chemistry shape our understanding. **Turning Points in Physics** Understand how big ideas in Physics shape our understanding	**Detection in Bio**- How can Biology be used to solve crimes-a synoptic look back at content to support move to GCSE **Detection in Chem**- How can Biology be used to solve crimes-a synoptic look back at content to support move to GCSE	**Detection in Physics**- How can Physics be used to discover new life-a synoptic look back at content to support move to GCSE Students begin the first GCSE topics), **P2 Energy** - understand how energy can be generated, and the advantages and disadvantages of methods of generation, **C1 Air and water** - development of atmosphere, pollutants	**P2 Energy** - understand how energy can be generated, and the advantages and disadvantages of methods of generation, **C1 Air and water** Endothermic and exothermic reactions, clean water **B2 Health and disease may be started -** understand how communicable and non-communicable diseases can affect living things.
Content mapping	Motion and pressure New tech in Biology, New Tech in Chemistry	New tech in Physics, Turning points Biology	Turning points Chemistry, Turning points Physics	Detection in biology, Detection in chemistry	Detection in physics GCSE Topics P2, C1	GCSE Topics P2, C1, B2
Key skills developed	Ethical decisions in genetic engineering, planning and carrying out experiments, recording data, reaching conclusions, benefit vs risk (regarding nanoparticles, use of alternative fuels), evaluating arguments	Evaluating risk from EM waves, planning and carrying out experiments, ethical concerns about vaccines, analysing antibiotic resistance data	Evaluating atomic models and understanding theory-based approach when examining fossils	Use of a microscope, understanding limitations of forensic techniques, following practical instructions, evaluating results.	P2- Using equations to calculate and to rearrange equations. Carrying out frequency/probability analysis of genetic conditions using diagrams (punnet square, etc.)	Drawing atomic structure, understand compounds and molecules, understanding energy transfer via diagrams and carrying out efficiency calculations.

Art	**Overall curriculum intent for year 9:** This year is aimed at preparing the students for potential GCSE, "bridging the gap" between KS3 and KS4, to encourage students to think creatively and independently. This year, they will build on drawing skills and knowledge, as well as building on imagination and an original approach to developing ideas and refining their work. To achieve all this, students will build up their practical skills in a number of different media and manipulating visual elements through the application of the materials. They will also be able to analyse their own work and that of others.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Close-Ups** Pupils will explore the theme of Close-Ups		**In the style of…** Pupils to understand how to go from understanding an artist to a piece inspired by them		**Surreal worlds** Pupils will learn about Punk Surrealism and the work of Stefano Ronchi	
	Content mapping, including key skills developed	Pupils will learn about close-ups, by producing work that bridges the gap between KS3 and KS4. Pupils will work on a selection of different media and techniques.	Pupils will merge everything from the previous half term to create a collection of colour pieces, including a coloured pencil piece and a final piece	Pupils will get to experience and build on the work of their previous topic, by taking inspiration from the work of others to create a design for their final piece.	Pupils will learn how to develop their work further, understanding the importance of building on their presentation (AO4).	Pupils will merge their knowledge gained from all the different subjects to put into this work. Pupils will look at the work of Stefano Ronchi and the world of Punk Surrealism, by completing a number of different experiments.	Pupils will create pieces inspired by the work of Stefano Ronchi. They will also create a large-scale group piece.

Computing

Overall curriculum intent for year 9: To build on students' prior knowledge and skills and provide a feel for both GCSE options to enable effective decision making at GCSE.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Develop and create a Game in game maker	Develop skill and understanding of programming constructs using a text-based programming language	Develop and use databases		Understand several key algorithms used in today's systems e.g. searching and sorting	Develop a more in depth understanding of how computers work, especially the CPU.
Content mapping	Game analysis, sprites and objects. Object orientated programming, programming constructs, testing and assessment.	Output text and calculations, functions escapes, casting, comments, sequence, selection, loops, data structures, external file handling.	What are databases, how are they structured? Forms, Queries and reports Relational databases.		Searches, sorts, pseudocode and flowcharts, algorithm efficiency	CPU, fetch decode execute, transistors, logic gates & circuits, software, network hardware and protocols, encryption, cyber security
Key skills developed	Apply the fundamental principles and concepts of computer science, including abstraction, sequence, selection and repetition, logic & algorithms. Design, write and debug programs that accomplish specific goals. Use logical reasoning to find and correct errors in algorithms and programs.	Apply the fundamental principles and concepts of computer science, including abstraction, sequence, selection and repetition, logic & algorithms. Design, write and debug programs that accomplish specific goals. Use logical reasoning to find and correct errors in algorithms and programs. Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems	Use, interrogate and edit data in database software to accomplish given goals, including collecting, searching for, and presenting data		Solve problems by breaking them down into smaller parts. Apply the fundamental principles and concepts of computer science, including abstraction, sequence, selection and repetition, logic, algorithms and data representation. Design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how some simple algorithms work. To find and correct errors in algorithms and programs.	Apply the fundamental principles and concepts of computer science: use technology safely, respectfully and responsibly

Design Technology

DT is taught on a carousel basis, with students completing each project for a term, although not necessarily in the order shown below.

	Food and nutrition	Product design	Engineering
Intent for the topic	Food choice Further develop their H&S and food preparation skills Build on food and nutrition from yr 8, applying to a range of life choices and needs (e.g. religion, allergies)	Packaging To develop experience and skill in the design and making process. Apply practical skills and understanding to create a high-quality Packaging.	Engineered lamp
Content mapping	Preparing more complex meals Develop and demonstrate the principles of food hygiene and safety. Catering for a multicultural society. Catering for ethical choices. Catering for food allergies and intolerances. World foods. Food Provenance. Food Security and food waste.	Packaging CAD – Techsoft software, Photoshop skills 2D/3D design	Lamp manufacture Theory – engineering machines, engineering sectors, metals, plastics, joining methods, drawing techniques
Key skills developed	Apply H&S and hygiene techniques in practical lessons. Knife skills (bridge and claw, peeling, vegetable cuts), sauté, frying, combining, high risk foods, simmer, grilling, shaping, forming. Effective use of time in practical (organisation). Troubleshooting issues during practical.	Apply H&S techniques in the workshop. Developing ideas and photoshop skills. Use of CAD/CAM to create packaging components, including effective assembly. Effective use of time in practical (organisation).	Engineering processes and equipment (marking up, saw, file, finishing techniques, lathe, drilling, Annealing/bending, laser cutting, countersinking). CAD/CAM for lamp face and base. Quality assurance and Quality control.

Drama

Overall curriculum intent for year 9: To widen students' understanding of the world of theatre and the roles of theatre makers.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	To develop physical storytelling through 'Epic Theatre'	To allow students to 'Explore Puppetry' as a performance artform	To develop devising skills from the use of stimuli based on the story of 'Craig & Bentley'	To develop students' knowledge of 'Commedia Dell'Arte'	To pull together students' knowledge of drama and theatre by 'Creating Theatre' To develop students' knowledge of and skills in 'Theatre Tech'	
Content mapping	Marking the moment. Non-naturalistic techniques. The Government Inspector.	History of puppetry as an art form around the world. Puppet design. Shadow puppet project.	Responding to stimuli Naturalism Vs Epic Theatre Verbatim Theatre Hot seating	Stock characters. Links with pantomime. Lazzi.	Showcase: & Deadly Sins Devising new plays. Creating characters. Scriptwriting. Designing for performance.	

		Exploring Practitioners: Bertolt Brecht			Theatre review: One Man Two Guvnors (extract).	Theatre roles and responsibilities. Designing for theatre: Lighting, Sound, Set, Costume.
	Key skills developed	Developing physical storytelling.	Performing with puppets.	Creating and performing a role Using naturalistic and non- naturalistic performance techniques	Performing with masks.	Performing Directing Script writing Designing Careers within the performing arts industry

French	**Overall curriculum intent for year 9:** Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.					
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Unit covered:** TV/Cinema/Sport **Grammar covered:** Revising key present tense verb forms, saying what you like/ don't like doing aimer +infinitive, using reflexive verbs, using masculine and feminine nouns, adjective agreements, using perfect tense, the near future, perfect and imperfect tenses.	**Unit covered:** Where I live **Grammar covered:** Using the imperfect and present tense to express where you used to live and where you live now, using comparatives and superlatives "plus/ moins", using "on peut/ on pourrait" to include conditional and future tense. Using adjective agreements, possessive adjectives and three different tenses	**Unit covered:** Home and Environment **Grammar covered:** Using the conditional of modal verbs, using more negatives, using the present and the future tenses, using direct object pronouns in the perfect tense, using the passive.	**Unit covered:** Work and Education (School and part time jobs) **Grammar covered:** Using expression of time, referring to present, past, future and conditional, adjectives of colour, reflexive verbs in present and perfect.	**Unit covered:** Tourism **Grammar covered:** Using the verb "aller", talking about the weather in the past, present and future. Making holiday plans using future and conditional	**Unit covered:** Food and Drink **Grammar covered:** Using il faut/ il ne faut pas. Using conditional tense. When talking about food and drink using en (of it/ of them)
	Content mapping	Talking about yourself and other people, talking about hobbies, describing sports, giving opinions about TV programmes or films and talking about new technology	Describing your house, talking about your own room, talking about the advantages and disadvantages of where you live, comparing where you used to live and where you live now	Discussing world issues, talking about problems in your area, discussing the environment, talking about environment projects, understanding new stories.	Talking about what you wear for school, talking about school, your school day, comparing schools in France and in England, talking about school rules and pressures.	Talking about holiday venues, talking about the weather, making holiday plans, talking about a specific holiday, describing a destination and eating out. Talking about past holidays	Talking about food and drink, talking about a healthy lifestyle, discussing addiction and other problems

Geography

Overall curriculum intent for year 9: Students will develop an understanding of what the physical and economic drivers of change are in the 21st century.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		**Topic 2**	**Topic 3**		**Topic 4**
Intent for the topic	**Who has the potential to be a superpower of the 21st Century?** We explore which countries have the potential to become superpowers of the 21st century. By providing a comprehensive understanding of economic, political, military, cultural, technological, and environmental factors, and promoting critical thinking and ethical considerations, we aim to equip students with the knowledge and skills necessary to analyse and understand global power dynamics.		**Can resources create conflict?** We focus on key places, both local and global, and discover how resources, such as water, can create conflicts. *Middle East*	**Why are cold environments important?** We aim to provide students with a comprehensive understanding of cold environments, including polar regions and high-altitude areas, and their significance to the global ecosystem. By studying these unique and fragile environments, students will appreciate their ecological, climatic, and cultural importance.		**How are UK cities changing?** We explore the UK to provide the building blocks of knowledge to support their learning journey. We discover how diverse the UK is and how and why it is changing. Why the north can be different to the south and how water is under stress because of it. **Has the regeneration of Liverpool docks been successful?** Fieldtrip to Liverpool Docks
Content mapping	We investigate the rise of Russia from the cold war and China through developing its trading routes. Identify the key physical and human aspects of the countries to determine if it has the potential to become a superpower.		Drawing on previous links to the resource curse in Russia, Nigeria and Antarctica. How can resources such as water and energy create conflicts? How can conflict cause people to become refugees? We investigate these issues through mini case studies such as Syria, Darfur, Arctic oil, and more local areas such as Fracking in Lancashire and wind turbines in Cumbria**. DME on Abingdon Reservoir.**	Working through the geological time zone to identify ice ages and rock cycles. Discover how ice erodes and builds the landscape and why the resources it holds could be a curse alongside the threat of climate change. We look closely at Svalbard and investigate both the challenges and opportunities it creates.		We identify some of the main human and physical parts on the UK map and use skills from year 7 to support this. We learn about the industrial revolution and how that has changed parts of the UK. The impact of deindustrialisation and success of regeneration, with a focus on Liverpool.
Key skills developed	Pillars of power- what you need to be a 'superpower' How the physical geography can limit a countries capacity to influence.		Geopolitics and strategies	Geological timeline		Spiral of decline through deindustrialisation

History		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	The end of WW1 and its impact. To look at life after WW1 in the USA and Britain – how much did things change?	The causes and key events of the Second World War, 1939-41	Key events of the Second World War, 1941-45. The US decision to use atomic weapons to end WW2.	To understand the origins, scale and significance of the Holocaust.	To understand some of the key post-war developments in Britain and the wider world.	Civil Rights in the USA. An overview of how much life has changed since 1900.
	Content mapping	How the First World War ended. Britain and the USA in the 1920s and 1930s – key themes and events.	Different ways to run a country: democracy and dictatorship. The causes of WW2. The war in Europe 1939-41. The Home Front.	The war in the Pacific. From D-Day to VE Day. The bombing of Hiroshima and Nagasaki.	The origins of anti-Semitism. The treatment of Jews in Nazi Germany up to 1939. Ghettoes The death camps Resistance, including key individuals such as Oskar Schindler.	The post-war welfare state, including the creation of the NHS. Origins and key events of the Cold War. The decline of the British Empire. Independence for India. Independence in Africa. Post-war migration to Britain and its impact.	The situation after slavery. The Montgomery Bus Boycott. Little Rock. The roles of Martin Luther King and Malcolm X. An overview of change since 1900.
	Key skills developed	Causation Consequence Similarity/difference Interpretations	Causation Similarity/difference Change	Causation Consequence Significance Source skills - inference	Continuity/change Significance	Causation Consequence Significance Change	Continuity/change Significance Source skills - utility

PE	**Overall curriculum intent for year 9:** Continue to build and add complexity (in a practical, understanding and tactical form) to each activity but also to embed deeper theoretical knowledge into all practical lessons to prepare students for GCSE content.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
	Content mapping	Handball, Netball, Basketball, Football, Rugby	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis

Religious Studies

Overall curriculum intent for year 9: This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death.
There are four sections: Christian Beliefs, Marriage and the Family, Living the Christian Life and Matters of Life and Death.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Christian Beliefs		Living the Christian Life	Marriage and Family Life		Matters of Life and Death
Content mapping	Trinity, Creation, Incarnation, Salvation, Eschatology and the Problem of Evil		Worship, Sacraments, Prayer, Pilgrimage, Celebrations, the future of the local and worldwide church	Marriage, Sexual Relationships, Families, Contraception, Divorce and Gender Equality		Origins of the universe and human life, sanctity of life, abortion, life after death and euthanasia.

Spanish

Overall curriculum intent for year 9: Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	**Unit covered:** Hobbies/ likes and dislikes/ Special day **Grammar covered:** Using the present tense including irregular verbs, using opinion verbs - complex structure me gusta(n)/ me mola(n)/ me chifla(n)_, using the near future tense, revising the preterit	**Unit covered:** The world of work/your future **Grammar covered:** Using tener que +infinitive, using me gustaría (conditional) to say what job you would like to do/ near future tense/ using 3 tenses, using adjectives accurately (position/ agreement)	**Unit covered:** Lifestyle **Grammar covered:** Using direct object pronouns, using stem changing verbs, reflexive verbs, using se debe, no se debe , using the complex structure me duele(n).	**Unit covered:** World issues: children's rights, environment **Grammar covered:** Using the verb poder (+inf) using se debería, using the imperfect	**Unit covered:** Tourism **Grammar covered:** Using expressions with tener, using the superlative and comparative, using the simple future tense,	**Unit covered:** Celebrities and Famous places of the Spanish Speaking World **Grammar covered:** Using 3 tenses, using si clauses, Using complex structures (verb+ infinitive/ comparative/ superlative)
Content mapping	Talk about things you like, talk about your week (including your hobbies/ films), describe a special day in the past, talking about life as a celebrity	Describe what you have to do at work, say what job you would like to do, talk about your qualities, describe jobs and places of work, describe future plans and understand job adverts.	Talking about your diet, an active lifestyle, your daily routine, talking about getting fit, talking about ailments	Talking about children's rights, fair trade, talking about recycling, talking about how your town has changed,	TV programmes and films, talking about hobbies and pocket money, describing sports and sporting events, talking about extreme sports, making arrangements to go out, writing reviews, talking about new technology.	Talk about life as a celebrity, celebrities and charity work, culture of Spanish speaking countries (project work)