



Year 11

Mock Examination Timetable
and Topic List

November-December 2026



Year 11 Mock Examinations: Autumn 2026

30th November – 4th December

w/c 23rd November – French speaking assessments – individual times to be given by the department

		Periods 1&2 EXAM START 0900		Period 3&4	Period 5 EXAM START 1250	
Mon 30th Nov		English Literature Paper 2 1h45			Citizenship Paper 1 1h45	
Tues 1st Dec		Maths: Non-Calculator 1h30			Geography Paper 1 1h30	
Weds 2nd Dec		Triple Biology Paper 1 1h45	Combined Biology Paper 1 1h15		History Paper 3 Germany 1h20	
Thurs 3rd Dec		Maths: Calculator Paper 2 1h30			Triple Chemistry Paper 1 1h45	Combined Chemistry Paper 1 1h15
Fri 4th Dec		English Language Paper 2 1h45			French Writing Foundation & Higher 1h & 1h10	



Year 11 Mock Examinations: Autumn 2026

7th December – 16th December

		Periods 1&2 EXAM START 0900		Period 3	Period 4+ 5 EXAM START 1250	
Mon 7 th Dec		DT 2h	Health & Social Care 1h15		Hospitality & Catering	Music 1h15
Tues 8 th Dec		Maths Calculator Paper 3 1h30			GCSE PE Paper 1 1h30	Clash students <i>various</i>
Wed 9 th Dec		Citizenship Paper 2 1h20			Statistics Paper 1 1h45	
Thurs 10 th Dec		History Paper 1 Medicine 1h20			Geography Paper 3 45m	
Fri 11 th Dec		French Reading & Listening Foundation: 45m & 35m				
Mon 14 th Dec		Triple Physics Paper 1 1h45	Combined Physics Paper 1 1h15		GCSE PE Paper 2 1h30	
Tues 15 th Dec		ART EXAM (whole day following usual school timetable) PE PRACTICAL				
Weds 16 th Dec		ART EXAM (whole day following usual school timetable) PE PRACTICAL				

**any missed exams will be scheduled for the next available date*

English Literature (AQA)		English Language (AQA)	
AQA GCSE English Literature – Paper 2 (8702/2)		AQA GCSE English Language – Paper 2 (8700/2)	
<i>Modern Texts and Poetry</i>		<i>Writers' Viewpoints and Perspectives</i>	
Time allowed	2 hours 15 minutes	Time allowed	1 hour 45 minutes
Total marks	96 (40% of the Literature GCSE)	Total marks	80 (50% of the Language GCSE)
Sections	A – Modern prose or drama, B – Poetry anthology, C – Unseen poetry	Sections	A – Reading (two non-fiction sources), B – Writing (a viewpoint)

Section A – Modern Prose or Drama: *An Inspector Calls* (34 marks)

One essay question, answered from a choice of two, closed book (no extract or text provided). 30 marks for the response, plus 4 marks for AO4 (accurate written expression).

Characters to revise

- Mr Birling, Mrs Birling, Sheila Birling, Eric Birling, Gerald Croft, Inspector Goole, and Eva Smith / Daisy Renton (present only through what other characters say about her)

Themes to revise

- Responsibility – individual versus collective, and how far each character accepts or denies it
- Class and social division
- Age and generation – the contrast between the older and younger Birlings
- Gender and power
- Capitalism versus socialism
- Guilt, denial and self-interest

Context to revise

- The play is set in 1912 but was written and first performed in 1945
- Priestley's own political views and his reasons for writing the play
- The Edwardian class system and attitudes to the poor
- The position of women, including the early stages of the suffrage movement
- The gap between pre-war confidence (1912) and what an audience in 1945 already knew had happened since – including the two World Wars

Dramatic method to revise**Section A – Reading (40 marks)**

Two linked non-fiction sources on a shared topic – one from the 19th century, one from the 20th or 21st century.

Question	Focus	Marks
1	Identifying true statements from Source A (retrieval)	4
2	Summarising and synthesising differences or similarities across both sources	8
3	Analysing language in a specified part of one source	12
4	Comparing writers' perspectives and methods across both sources	16

Skills to revise

- Telling explicit from implicit meaning
- Analysing word choices for effect
- Comparing writers' tone and attitude, not just what they say
- Referencing a writer's methods, not only the content of what they write

- The cyclical structure and the ending
- Dramatic irony, particularly in Mr Birling's early speeches
- The Inspector's function as a device for interrogation and judgement, not only as a character
- Use of stage directions, lighting, entrances and exits
- Symbolism, such as the ring and the photograph

Possible essay angles

- How Priestley presents a named character (any of the seven above)
- How Priestley presents responsibility, class, or the generational divide
- How Priestley uses the Inspector to convey his own message to the audience
- How a character changes, or fails to change, across the play

Section B – Poetry Anthology: Power and Conflict (30 marks)

One comparison question. One poem from the cluster is printed in the exam paper; students choose a second poem from the remaining fourteen to compare it with.

All 15 poems – know each one well enough to select and compare

- **Ozymandias** – Percy Bysshe Shelley
- **London** – William Blake
- **Extract from, The Prelude** – William Wordsworth
- **My Last Duchess** – Robert Browning
- **The Charge of the Light Brigade** – Alfred, Lord Tennyson
- **Exposure** – Wilfred Owen
- **Storm on the Island** – Seamus Heaney
- **Bayonet Charge** – Ted Hughes
- **Remains** – Simon Armitage
- **Poppies** – Jane Weir
- **War Photographer** – Carol Ann Duffy
- **Tissue** – Imtiaz Dharker
- **The Émigrée** – Carol Rumens
- **Checking Out Me History** – John Agard
- **Kamikaze** – Beatrice Garland

Useful groupings to revise comparisons around

- Nature and power
- Individual power, leadership and its abuse
- The experience and effects of conflict
- Memory, loss and lasting impact
- Identity and belonging
- Weapons, violence and their human cost

Skills to revise

Section B – Writing (40 marks)

One piece of writing presenting a viewpoint on a given topic – the form (for example a letter, article or speech) is set on the day. 24 marks for content and organisation, 16 for technical accuracy (AO6).

Skills to revise

- Planning a clear, sustained line of argument
- Using a range of persuasive and rhetorical techniques with purpose, rather than for their own sake
- Adapting tone and form to the given audience and purpose
- Varying sentence structures for effect
- Accurate spelling, punctuation and grammar throughout

- Comparing methods – form, structure and language – not only content or subject matter
- Embedding short, precise references rather than long quotations
- Linking a poem's detail back to its wider message

Section C – Unseen Poetry (32 marks)

Two previously unseen poems. No named poets or set content to revise here – this section is entirely skills-based.

Question	Focus	Marks
1	Analyse how the writer presents their ideas in the first unseen poem	24
2	Compare how the writers present their ideas across both unseen poems	8

Skills to revise

- Identifying tone, mood and atmosphere, and how they shift across a poem
- Commenting on form and structure – line length, stanza shape, rhyme, enjambment, caesura
- Comparing two poems' approaches to a shared theme without relying on named critical terms for every technique
- Working at pace – roughly 20 minutes on the first poem, 10 on the comparison

Science Biology AQA	Science Chemistry AQA
<p>Chapter 1 – Cell Structure & Transport</p> <ul style="list-style-type: none"> • Microscopes and Magnification • Animal and Plant Cells • Eukaryotic and Prokaryotic Cells • Specialisation in animal and plant cells • Diffusion • Osmosis • Osmosis in plants • Active Transport • Exchanging Materials <p>Chapter 2 – Cell Division</p> <ul style="list-style-type: none"> • Cell Division • Growth & Differentiation • Stem Cells • Issues with Stem Cells <p>Chapter 3 – The Digestive System</p> <ul style="list-style-type: none"> • Tissues and Organs • The human digestive system • The chemistry of food • Catalysts and Enzymes • Factors affecting Enzymes • How the Digestive System works • Making Digestion efficient <p>Chapter 4 – Organising Animals & Plants</p> <ul style="list-style-type: none"> • The Blood & Blood Vessels • The Heart • Helping the Heart • Breathing and gas exchange • Tissues and Organs in plants 	<p>Chapter 1 – Atomic Structure</p> <ul style="list-style-type: none"> • Atoms • Chemical Equations • Separating Mixtures • Fractional Distillation & Chromatography • History of the Atom • Structure of the Atom • Ions, Atoms, & Isotopes • Electronic Structures <p>Chapter 2 – The Periodic Table</p> <ul style="list-style-type: none"> • Development of the Periodic Table • Electronic Structures • Group 1 – The Alkali Metals • Group 7 – The Halogens • Explaining Trends • <i>The transition elements</i> <p>Chapter 3 – Structure and Bonding</p> <ul style="list-style-type: none"> • States of Matter • Atoms into Ions • Ionic Bonding • Giant Ionic Structures • Covalent Bonding • Structure of simple molecules • Giant Covalent Structures • Fullerenes and Graphene • Bonding in Metals • Giant Metallic Structures • <i>Nanoparticles</i> • <i>Application of nanoparticles</i>

<ul style="list-style-type: none"> • Transport systems in plants • Evaporation & Transpiration • Factors affecting Transpiration <p>Chapter 5 – Communicable Diseases</p> <ul style="list-style-type: none"> • Health and Disease • Pathogens and Disease • <i>Growing bacteria in the lab</i> • <i>Preventing bacterial growth</i> • Preventing infections • Viral diseases • Bacterial diseases • Diseases caused by fungi and protists • Human defence responses • <i>More about plant diseases</i> • <i>Plant defence responses</i> <p>Chapter 6 – Preventing and Treating</p> <ul style="list-style-type: none"> • Disease • Vaccination • Antibiotics and Painkillers • Discovering drugs • Making monoclonal antibodies • Uses of monoclonal antibodies <p>Chapter 7 – Non-Communicable</p> <ul style="list-style-type: none"> • Diseases • Non-Communicable disease • Cancer • Smoking and the risk of disease • Diet, exercise, and disease • Alcohol and other carcinogens <p>Chapter 8 – Photosynthesis</p> <ul style="list-style-type: none"> • Photosynthesis • The rate of photosynthesis • How plants use glucose 	<p>Chapter 4 – Quantitative Chemistry</p> <ul style="list-style-type: none"> • Relative masses and moles • Equations and calculations • From masses to balanced equations • <i>The yield of Chemical Reactions</i> • <i>Atom Economy</i> • Expressing Concentrations • <i>Titrations</i> • <i>Titration Calculations</i> • <i>Volumes of gases</i> <p>Chapter 5 – Chemical Changes</p> <ul style="list-style-type: none"> • The Reactivity Series • Displacement Reactions • Extracting Metals • Salts from Metals • Salts from Insoluble Bases • Making more Salts • Neutralisation and the pH Scale • Strong and Weak Acids <p>Chapter 6 – Electrolysis</p> <ul style="list-style-type: none"> • Introduction to Electrolysis • Changes at the Electrodes • The Extraction of Aluminium • Electrolysis of Aqueous Solutions • Chapter 7 – Energy Changes • Exothermic & Endothermic Reactions • Using Energy Transfers from Reactions • Reaction Profiles • Bond Energy Calculations • <i>Chemical Cells & Batteries</i> • <i>Fuel Cells</i> <p><i>Italic topics are GCSE Chemistry (Triple Science) only</i></p>
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- Making the most of photosynthesis

Chapter 9 - Respiration

- Aerobic Respiration
- The response to exercise
- Anaerobic respiration
- Metabolism and the live

Italic topics are GCSE Biology (Triple Science) only

Required practical tested-

- Using a light microscope
- *Investigating the effect of antiseptics or antibiotics on bacterial growth (Triple only)*
- Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.
- Use standard food tests to identify food groups
- Investigate the effect of pH on the rate of reaction of amylase enzyme
- Investigate the effect of light intensity on the rate of photosynthesis.

- *30% of marks on paper 1 are calculations*

Chemistry required practicals -

- Preparation of pure dry salts
- Electrolysis
- Temperature changes
- Titration (Triple only)

Science Physics AQA	Maths Pearson Edexcel
<p>Chapter 1 – Energy Conservation &</p> <ul style="list-style-type: none"> • Dissipation • Changes in Energy Stores • Conservation of Energy • Energy & Work • Gravitation Potential Energy • Kinetic & Elastic Potential Energy • Energy Dissipation • Energy & Efficiency • Electrical Appliances • Energy & Power <p>Chapter 2 – Energy Transfer by Heating</p> <ul style="list-style-type: none"> • Energy transfer by conduction • <i>Infrared Radiation</i> • More about Infrared Radiation • Specific Heat Capacity • Heating & Insulating Buildings <p>Chapter 3 – Energy Resources</p> <ul style="list-style-type: none"> • Energy Demands • Energy from Wind and Water • Power from the Sun and the Earth • Energy and the environment • Big Energy Issues <p>Chapter 4 – Electric Circuits</p> <ul style="list-style-type: none"> • Electrical Charges & Fields • Current and Charge • Potential Difference and Resistance • Component Characteristics • Series Circuits • Parallel Circuits 	<p>Paper 1: Non-calculator Paper 2 and Paper 3: Calculator All topics from the following:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics

Chapter 5 –Electricity in the Home

- Alternating Current
- Cables and Plugs
- Electrical Power and Potential Difference
- Electrical Currents and Energy Transfer
- Appliances & Efficiency

Chapter 6 – Molecules & Matter

- Density
- States of Matter
- Changes of State
- Internal Energy
- Specific Latent Heat
- Gas Pressure and Temperature
- *Gas Pressure and Volume*

Chapter 7 – Radioactivity

- Atoms & Radiation
- The Discovery of the Nucleus
- Changes in the Nucleus
- More about Alpha, Beta & Gamma
- Activity and half-life
- *Nuclear Radiation in Medicine*
- *Nuclear Fission*
- *Nuclear Fusion*
- *Nuclear Issues*

Italic topics are GCSE Physics (Triple Science) only

Physics required practicals:

- Specific Heat Capacity
- Investigating Thermal Insulators (Triple only)
- Investigating Resistance
- Calculating Densities

DT AQA	Hospitality and Catering WJEC
<ul style="list-style-type: none"> • Material categories and properties • Smart materials and technical textiles • Energy generation and storage systems • Mechanical devices (levers, gears, pulleys, linkages) • Input-process-output systems and microcontrollers • Manufacturing processes and stock forms • Forces and stresses • Standard components • Sustainability, recycling and pollution • Ethical manufacturing and working conditions • Product analysis (aesthetics, ergonomics and function) • Technical drawing methods • Maths for DT (percentages, volume, optimisation) • CAD/CAM and CNC manufacture • Workshop health and safety 	<ul style="list-style-type: none"> • Catering equipment • Business success factors • Digital technology in hospitality • Social media marketing • Environmental sustainability • Hospitality provisions • Food service methods • Nutritional needs of specific groups • Food allergies and intolerances • Environmental Health Officers (EHO) • Health and safety legislation (COSHH & MHOR) • HACCP • Job roles in hospitality • Employment and recruitment • Equality, diversity and inclusion • Personal attributes for hospitality careers

Geography (AQA)		History (Edexcel)	
Paper 1	Paper 3	Paper 1 (14 th December)	Paper 3 (2 nd December)
<p>Living with the physical environment</p> <p>Section A: The challenge of natural hazards</p> <ul style="list-style-type: none"> Natural hazards Tectonic hazards Weather hazards Climate change <p>Section B: The living world</p> <ul style="list-style-type: none"> Ecosystems Tropical rainforests Hot deserts <p>Please note, this section will include a question that offers a choice to students on whether to talk about a cold environment or hot desert. Students must ensure they only talk about hot deserts.</p> <p>Section C: Physical landscapes in the UK</p> <ul style="list-style-type: none"> Location of upland/lowland areas in the UK 	<p>Geographical applications</p> <p>Section B: Fieldwork</p> <ul style="list-style-type: none"> Unfamiliar fieldwork <p>Questions on this are based on fieldwork materials that the students are unfamiliar with. Students will be asked to plot data, perform some mathematical analysis of data, suggest improvements to the fieldwork, make conclusions about the fieldwork.</p> <ul style="list-style-type: none"> Familiar fieldwork <p>Questions on this are based on the students' enquiry work that we did in Felixstowe. For these questions students must be able to identify their enquiry titles ("Tourism in Felixstowe" and "Coastal management in Felixstowe") and then explain what they did, e.g., why the location was suitable, justify and evaluate what they did, and think deeply about each investigation (the advantages, disadvantages, possible improvements, whether the aim was met, how reliable, accurate,</p>	<p>Thematic study and historic environment</p> <p>Medicine in Britain, c1250–present</p> <ul style="list-style-type: none"> Medieval medicine: beliefs, religion, Four Humours, hospitals, surgery and public health Renaissance medicine: Vesalius, Harvey, Paré, printing press and changing ideas Industrial Britain: Jenner, Pasteur, Koch, anaesthetics, antiseptics and public health reforms Modern medicine: DNA, penicillin, NHS, technology and treatment developments <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <ul style="list-style-type: none"> Western Front: trench conditions, chain of evacuation, RAMC, X-rays, blood transfusions, shell shock and plastic surgery advances. 	<p>Modern depth study</p> <p>Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> Weimar Germany: creation, strengths, weaknesses and challenges (1918–23) The Treaty of Versailles, Ruhr Crisis, hyperinflation and Munich Putsch Recovery under Stresemann, economic growth and cultural change (1924–29) Rise of Hitler and the Nazi Party, Great Depression and how Nazis gained power Nazi control and dictatorship, propaganda, censorship, youth and opposition Life in Nazi Germany: women, workers, churches, minorities and persecution of Jews.

<ul style="list-style-type: none"> • Coastal landscapes • River landscapes <p>Please note, Section C includes 3 questions; question 3: coasts, questions 4: rivers, and question 5: glaciers. Students must only answer question 3 and 4 as they are told to select 2 questions out of the 3 to answer and have only learnt 3 and 4.</p>	<p>representative, valid their investigations were).</p> <p>Please note, the full Paper 3 includes Section A: Issue evaluation. This is not released until March 2027 and therefore, students cannot yet sit an exam on the content. We will do this in class once the information is released.</p>		
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Citizenship (Edexcel)		Music – Full Appraising Paper (Eduqas)
Paper 1	Paper 2	<u>AO1: Forms and Devices with terminology as appropriate:</u> <ul style="list-style-type: none"> binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions <u>A02: Music for Ensemble</u> <ul style="list-style-type: none"> Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor <u>A03: Film Music, with devices and terminology:</u> <ul style="list-style-type: none"> Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood
Theme A: Living Together in the UK <ul style="list-style-type: none"> The Changing UK Population Migration and its Impact Respect and Understanding Identity Rights, Duties and Values that Underpin Democracy Development of Human Rights Citizens and Local Government Paying for Local Services Theme B: Democracy at work in the UK <ul style="list-style-type: none"> Parties and Candidates Elections and Voting Systems Forming and Organising the Work of Government The Westminster Parliament 	Students will sit a reduced Paper 2 due to not having covered all Paper 2 materials. Theme D: Power and Influence <ul style="list-style-type: none"> Citizen Participation in Politics and Society The Role of Groups and Organisations in Democratic Society The Role of the Media and a Free Press Rights and Responsibilities of the Media The Use of the Media for Influence The UK's Role and Relations with Europe Rights and Responsibilities in Changing Global Situations Theme E: Taking Own Citizenship Action	

<ul style="list-style-type: none"> • Making and Shaping Law • The Constitution • Government in Constituent Parts of the UK • Taxation and Government Spending <p>Theme C: Law and Justice</p> <ul style="list-style-type: none"> • The Role of Law in Everyday Life in Dealing with Complex Problems • Principles and Sources of Law • Civil and Criminal Law • The Justice System in England and Wales • Courts and Tribunals • Youth Justice • Crime and Society • Sentences and Punishments 	<ul style="list-style-type: none"> • Identify an Issue, Form a Team and Carry Out Initial Research • Undertake Primary Research • Represent Their Own and Different Points of View • Plan the Action • Apply Skills of Collaboration, Negotiation, and Influence as They Deliver the Activity • Critically Evaluate Their Learning and the Impact of the Action. 	<ul style="list-style-type: none"> • How to achieve contrasts and develop initial ideas when composing <p><u>A04: Popular Music, with terminology as appropriate:</u></p> <ul style="list-style-type: none"> ▪ rock and pop styles (revisiting Blues from KS3) ▪ strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation <ul style="list-style-type: none"> • Appraising - more challenging theoretical and aural work: <ul style="list-style-type: none"> ▪ primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms ▪ the relationship between melody and chords • How to 'describe' a piece using the elements of musical language • Introduction to prepared extract <p>instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>
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Health and Social Care	PE AQA	
<ul style="list-style-type: none"> • Health & Wellbeing and Holistic Health • Physical Factors Affecting Health and Wellbeing • Lifestyle Factors Affecting Health and Wellbeing • Social, Cultural and Economic Factors • Environmental Factors and Life Events • Impact of Factors and Life Events on PIES • Physiological Indicators: Pulse & Recovery Rate BMI • Person Centered Approach • Lifestyle Indicators: Eatwell Guide & Physical Activity Guideline • Smoking, Alcohol and Substance Misuse • Healthcare Services • Barriers to Following Recommendations 	Paper 1	Paper 2
	<ul style="list-style-type: none"> • The Musculoskeletal System • The Cardiorespiratory System • Aerobic and Anaerobic exercise • The Effects of Exercise • Lever systems • Planes and Axes of Movement • Health and Fitness • The components of Fitness • The principles of training and types of training • Injury prevention • Warm up and cool down 	<ul style="list-style-type: none"> • Classification of skills • Goal setting • Information Processing • Guidance Feedback • Mental Preparation for Performance • Engagement Patterns • Commercialisation • Ethnic & Socio-cultural issues in sport Health, Fitness & Well-Being • Diet & Nutrition

<p style="text-align: center;">French AQA Early Milestone Oct 26</p>	<p style="text-align: center;">French AQA Mock Exams</p>
<p>Foundation tier: Paper 4 Writing SAMS 3 (<i>modified</i>) Paper 3 Reading SAMS 3</p> <p>Higher Tier: Paper 4 Writing SAMS 3 (<i>modified</i>) Paper 1 Listening SAMS 3</p> <p><u>Modules and Topics to revise:</u></p> <p>Module 1 – Free time: my life online, my active hobbies, future weekend plans and what I did last weekend</p> <p>Module 2 – Family + Friends: my identity, friendships, positive role models, describing favourite celebrity, family celebrations and traditions, my weekend routine</p> <p>Module 3 – School life: school subjects, rules, talking about recent progress and memories of primary school, and learning languages in school</p> <p>Module 4- Health: food and mealtimes, mental health, unhealthy lifestyle choices and how you can make lifestyle changes</p> <p>Module 5 – Holidays: ideal holidays, regular holidays, what you can see and do, giving tourist advice, holiday catastrophes, francophone festivals, staycation activities</p>	<p>Foundation tier: All 4 papers (AQA June 26)</p> <p>Higher Tier: All 4 papers (AQA June 26)</p> <p><u>Modules and Topics to revise:</u></p> <p>Module 1 – Free time: my life online, my active hobbies, future weekend plans and what I did last weekend</p> <p>Module 2 – Family + Friends: my identity, friendships, positive role models, describing favourite celebrity, family celebrations and traditions, my weekend routine</p> <p>Module 3 – School life: school subjects, rules, talking about recent progress and memories of primary school, and learning languages in school</p> <p>Module 4- Health: food and mealtimes, mental health, unhealthy lifestyle choices and how you can make lifestyle changes</p> <p>Module 5 – Holidays: ideal holidays, regular holidays, what you can see and do, giving tourist advice, holiday catastrophes, francophone festivals, staycation activities</p> <p>Module 6 – Our planet: geography and the climate, environmental issues, protecting the environment, daily 'green' habits, school environmental projects</p>