

Our Lady's Catholic High School

Modern Foreign Languages Curriculum Area Statement of Intent

Languages are for life. The study of a Modern Foreign Language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people through learning a language. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. The vision is to continually improve standards through an engaging and challenging curriculum which values the strengths of all, celebrating the success of pupils in the four linguistic skill areas of Listening, Speaking, Reading and Writing, whilst working independently or collaboratively, as well as ensuring pupils acquire a solid foundation grammatically and in terms of vocabulary.

Starting Points and KS2

The expectations set out in the KS2 POS state that Primary age pupils should make substantial progress in one language, laying the foundations for further foreign language teaching at KS3. It also states that KS2 teaching should enable pupils to communicate ideas, facts and feelings in speech and writing, with a knowledge of phonology, grammatical structures and vocabulary. However, pupils arrive at our school with differing degrees of prior knowledge, with many having been taught only the very basics in terms of language and skills. There are differences between the amounts of language studied at each feeder Primary school, as well as the language taught. In this way, the Curriculum Area wants all pupils in Year 7 to quickly reach the same point. The content and skills set out for Year 7 are therefore planned in a way that ensures the basics are covered initially, allowing staff to build a picture of who knows what, offering challenge to those who have received greater exposure to a language at KS2 through offering them ways to extend, followed by a full immersion both grammatically and in terms of topic area vocabulary as the SOW develops. The same happens in Year 8 when half of the year group begin the study of a second foreign language.

The Curriculum at KS3 and KS4

At KS3 pupils study the National Curriculum for learning Modern Foreign Languages. Teaching focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary, enabling pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. All of this provides suitable preparation for further study at KS4.

In terms of grammar and vocabulary, pupils are taught to identify and use tenses or other structures which convey the Present, Past, and Future as appropriate to the language being studied and the year group in question. Pupils are taught to use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions and take part in discussion about wider issues, whilst using accurate grammar, spelling and punctuation.

Our pupils learn to listen to a variety of forms of spoken language to obtain information and respond appropriately, transcribing words and short sentences that they hear in speech from

the class teacher in predominantly target language led lessons, in listening extracts played through audio, in song, or indeed when listening to their peers. They learn to do this with increasing accuracy, initiating and developing conversations, coping with both familiar language in lesson content, as well as more unfamiliar language and unexpected responses such as when they need to ask for something in the lesson. As pupils develop their grammatical and linguistic competence further still, they learn to speak with growing coherence, confidence, and increasingly accurate pronunciation and intonation, which class teachers check and correct in whole class repetition and questioning, formally assessing Speaking in End of Module Assessments.

At KS3, the French Scheme of Work starts with *Dynamo 1* in Year 7, followed by *Dynamo 2* in Year 8 and *Dynamo 3* in Year 9, from Pearson. The Spanish KS3 Scheme of Work starts with *Viva 1* in Year 8 and *Viva 2* in Year 9. At KS4 pupils extend and build on what they have learned in KS3, broadening and building on grammar, language and skills in preparation for terminal examinations in Listening, Speaking, Reading and Writing. In KS4 French and Spanish, there is one book and SOW covered over two years, but differentiated versions of resources are available. The French Curriculum follows *Studio* and the Spanish *Viva*, with the Schemes of Work produced from the more difficult of the two books available. The Curriculum Area selected the KS3 and KS4 schemes due to the progression of language and grammar set out in them, as well as how they build the skills required at KS4 from the outset in Years 7 and 8. Furthermore, the culturally rich content and assessments available felt appropriate for our school and our pupils. All of this is justified in subsequent pages, starting on page 5.

A Curriculum which is ambitious for all

All pupils study a broad, ambitious and inclusive curriculum. Planning of schemes of work, as well as adjoining resources and assessments, are done so with appropriate challenge for all in mind. Where differentiated resources are provided by Pearson, the Curriculum Area selects the more difficult ones, but makes adaptations so that SEND pupils and the high ability are taught with equal ambition. Class teachers do not lower their expectations but teach in a responsive and adaptive way by offering targeted support, reacting to the challenges pupils face when presented with topic vocabulary and grammar in class by repeating content where necessary or re-teaching it in a different way.

Extra-curricular activities, and Careers related enrichment

In addition to the academic opportunities available to pupils in our school, the Curriculum Area ensures that extra-curricular activities, careers related enrichment, and assistance with next steps are a feature of the curriculum. At both Key Stages pupils have the opportunity to take part in the European Week of Languages in September each year, with Bake Offs, designing Day of the Dead masks, and other linguistic opportunities and competitions. Furthermore, there is a cross curricular residential to Normandy linked with Humanities in KS3, as well as residentials to Paris and Barcelona at KS4, which provide an opening in to the culture of the countries of language studied and provision is made for the disadvantaged. Possible opportunities to exploit careers related enrichment are set out by the Curriculum Area in the MFL Careers document and in the Schemes of Work, with reference to knowledge and skills based learning linked explicitly to languages evidenced.

Sequencing of the Curriculum

The MFL French and Spanish curriculums are sequenced in a way that develops pupil knowledge grammatically and linguistically. In this way, the first teaching of topic vocabulary and key grammatical points are made explicit in schemes of work, as well as how these are built on and revisited throughout the subsequent learning journey. Each Module has a double page recap, which introduces language from primary level or language learned in previous modules, in a simple way, and ends with a consolidation section, that provides extension work at two differentiated levels. There are many examples of interleaving in the delivery of the curriculum, with spaced practice to increase the ability of pupils to work from memory. Class teachers exploit the cultural capital of each unit of work, which is set out in the curriculum overviews which follows starting on page 5.

Preparing pupils for KS4

The Curriculum Area ensures that pupils are prepared for KS4 study firstly through ensuring that the way in which pupils are taught at KS3 exposes them to the type of skills, content, grammar and task types they will learn at KS4, such as speaking and writing from memory, taking part in role-plays, describing photos, enhancing their work with literacy and grammar, developing the resilience to troubleshoot when under pressure in assessment situations and completing listening and reading comprehension. In addition, the first module of Year 10 revisits key knowledge and skills from the KS3 curriculum and the interleaving that is in place within the curriculum at KS3 allows pupils to not only build up their banks of knowledge and grammar, but to revisit key areas at intervals.

Rationale for Curriculum Planning

Our Curriculum is interleaving in design, so that learning is spread out over time rather than being concentrated in short periods. In this way, it allows pupils to both progressively develop and revisit language as well as the four different skill types (Listening, Speaking, Reading and Writing) through exposure to broad vocabulary and grammatical content, elaborating on what has been previously learned. The content builds in complexity, incorporating authentic and literary texts, role-play, translation, picture-based discussions throughout, all in preparation for KS4. The curriculum is also designed to encourage pupils to be adaptable in their learning, transferring vocabulary and skills to different topic areas, increasing their fluency as a result.

Curriculum links to local, national, regional context and economy

Although pupils are taught to describe their local area and where they live throughout their learning of a language, there are no specific references or opportunities to link to a national context. However, the cultural capital of all units of work are set out in the Intent and teaching resources, which staff exploit in lesson time. Furthermore, our local cultural context has no single, dominant language. Preston is a multicultural city, and our school population reflects this. The most frequently spoken foreign European language among our pupils would be Polish and there are no local Spanish, French or German speaking communities in Preston, or large businesses that provide employment where a specific foreign European language is needed. Hence our school and Curriculum Area decided on French and Spanish as the Modern Foreign Languages to be studied because it allows us to fall in with what is taught in our Primary schools, what is taught in other local schools who support us in the Preston MFL

Network, and these two languages are important for international business throughout Europe and beyond.

Assessment

Summative assessments carried out at the end of each module of work and in end of year examinations aim to gauge the progress being made against the four skill areas studied in MFL of Listening, Speaking, Reading and Writing, as well as against the targets the Curriculum Area sets for pupils each year. This also allows us to see where any gaps in attainment exist and to make comparisons between students as well as key groups of learners, with focus groups and underachievers highlighted and interventions agreed for subsequent assessments, which class teachers lead on. Assessments are standardised in work reviews, moderation and the analysis of attainment of the classes in each year group, with a focus on key student groups. This is consistent across the Curriculum Area. Assessments in place across the Curriculum Area at KS3 and KS4 also prepare students for the terminal examinations at GCSE, should they wish to opt for one or two languages. In addition, each teacher continually assesses the understanding of the class and makes appropriate live or subsequent adjustments to ensure key concepts are understood and remembered.

See MFL Assessment Policy.

CPD

The Curriculum Area is proactive in continuing their professional development and staying up to date with any changes that affect the teaching of MFL. Whole school input is discussed and reflected upon, with links to our subject area explored. Fortnightly Curriculum Area Development Time sessions provide staff with the opportunity to share progress with their personal teaching and learning appraisal objectives, which is recorded formally in Development Time notes. Furthermore, any feedback from relevant Inset or wider research being completed by individuals is shared for the benefit of all, and changes to the curriculum, national or in terms of our own subjects and school, are regularly discussed.

Developing vocabulary

The teaching of reading, writing and communication are key features of the MFL Curriculum and class teachers are clear in their expectations of pupils learning to develop communicatively, as this is at the core of language learning, and takes either the spoken or written form. Linguistic and grammatical expectations are set out in Schemes of Work, Curriculum Area Intent and the teaching resources created collaboratively, so that all staff know what the expected level is. Many pupils are able to communicate confidently with the class teacher, using vocabulary learned in topic areas as well as transferable key literacy phrases to connect ideas, discuss and speculate in both their spoken and written responses. The development of vocabulary is also frequently enhanced by reading, through comprehension tasks, and teachers exploit the etymology of language where possible, as well as explore synonyms and antonyms in the target language. Pupils are required to practise and learn topic area vocabulary, guided in class by their teacher, and asked to reproduce it from memory with increasing frequency in class.

MFL Curriculum Area

In Dynamo 1 French, pupils study:

Module 1: La rentrée

This first module contains all the foundation language and basics in terms of personal details. It introduces pupils to two of the most important and key irregular verbs, *avoir* and *être*, as well as to regular *er* verb patterns that they will need for study throughout all subsequent units in this module when expressing opinions for example, as well as all subsequent modules and topic areas.

Points de départ – Learning basic details such as giving names and learning numbers.

Cultural Capital – French celebrations and typically French names.

Vocabulary – Days of the week and links with planets / Latin (*di* - day), *son*.

Unit 1 – Talking about brothers and sisters, ages, verb *avoir* (first teaching).

Cultural Capital – French footballer from the Ivory Coast reading comprehension (Other French speaking countries).

Vocabulary – *un / une camarade (de classe)*.

Unit 2 – Describing a photo in context of describing a classroom (first teaching).

Cultural Capital – Differences between French and English classrooms. Facts about where French is spoken in the world.

Vocabulary – *un ordinateur*.

Unit 3 – Likes and dislikes using regular *er verbs aimer, adorer* and *détester* (first teaching).

Cultural Capital – Pronunciations linked to nasal sounds, which are common in many French words.

Vocabulary – *les serpents* and other common cognates (first teaching).

Units 4 – Describing yourself and others using the verb *être* and adjectival agreement (first teaching).

Cultural Capital – *Tintin* and the popularity of French cartoons (first teaching).

Vocabulary – Cognates (second teaching).

Unit 5 – Listening and reading skill focus – saying what you do building on prior knowledge of *er verbs* from Unit 3.

Cultural Capital – Talking about *la rentrée scolaire* and what this means for French children and families.

Vocabulary – *étudier*.

Unit 5 – Listening and reading skill focus – saying what you do building on prior knowledge of *er verbs* from Unit 3.

Cultural Capital – Talking about *la rentrée scolaire* and what this means for French children and families.

Vocabulary – *étudier*.

Module 1 Assessment of skills: Listening and Reading focus.

Module 2: En classe

This module continues to introduce key irregular verbs with *faire* first if all in the context of school.

It also revisits regular *er* verbs that pupils studied in the previous module, but in this case in the context of opinions linked to school subjects as well as with the verb *porter* linked to school uniform.

Points de départ – Learning colours and times, recapping vocabulary from Module 1 and building on detail to describe photos.

Cultural Capital – How schools are named in France, how school timetables and menus look.

Vocabulary – *l'équipement*.

Unit 1 - School subjects with *irregular verb faire* and using likes and dislikes, recapping *er verbs* (from Module 1).

Cultural Capital – Types of subjects studied in French school. Similarities and differences compared with England.

Vocabulary – *un / une professeur*.

Unit 2 – Uniform items and opinions, using *er verb porter* and building on prior knowledge of adjectival agreements in Module 1.

Recapping and building on opinion vocabulary from Module 1.

Cultural Capital – Talk about the French not wearing school uniform.

Vocabulary – *démodé*.

Unit 3 - School day and transferring knowledge of *er verbs* to new infinitives (recap from Module 1).

Cultural Capital – Use of the 24 hour clock predominantly in France.

Vocabulary – *heure*.

Unit 4 – Listening and reading skill focus – broadening cultural awareness of typical school day in France.

Cultural Capital – Differences between French and English menus.

Vocabulary – *la récréation*.

Careers related enrichment

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| <ul style="list-style-type: none">• Describing school life in France and what it's like to be in a French school. | <ul style="list-style-type: none">• Link to Education and what it would be like to work abroad. | <ul style="list-style-type: none">• Opportunity to explore French and foreign schools on line, as well as the qualifications needed for an experience abroad. | <ul style="list-style-type: none">• Link to a member of staff of someone locally who has spent time working abroad and their experience of this. |
|---|---|---|--|

Unit 5 – Describing *un collège super cool* – building on prior content of *er verbs* in the third person and using *il y a / il n'y a pas de*.

Cultural Capital – Discussion of the types of French schools (*maternelle, école, collège, lycée*).

Vocabulary – *le collège*.

Module 2 Assessment of skills: Speaking and Writing focus.

***Christmas Double page of work complete if time in December Pgs.50-51.**

Module 3: Mon temps libre

This module continues the work on regular *er verbs* from the previous two units, linking opinions learned in Unit 1 and Unit 2 to sports, as well as introducing the regular *er verb jouer*, which follows the previously learned regular *er* patterns. This module also revisits the verb *faire* from the previous module of school subjects and links it to sporting activities.

BAME focus - Medhy Metella (swimmer), Marie José Perec (retired athlete) and Marie Tabarly French (sailor and navigator).

Points de départ – Weather and seasons (in preparation for linking the types of activities pupils do depending on the time of year and the weather later in the module).

Cultural Capital – French speaking countries (*pays francophones*), and pronunciations linked to the letter *g*, which vary depending on the letters with *go* before or after it.

Vocabulary – *soleil*.

Unit 1 – Sports with *er verb jouer* (Revisit Present Tense – Module 1 focus).

Cultural Capital – French sports, with a focus on *pétanque*.

Vocabulary – *sportif / sportive*.

Unit 2 – Sports with *irregular verb faire* recapped from Module 2 and opinions.

Cultural Capital – Information about *colonies de vacances*.

Vocabulary – *les vacances*.

Unit 3 - Listening and reading skills focus – sport in French speaking countries.

Cultural Capital – Sports in the French Alps.

Vocabulary – *alpin*.

Unit 4 – Recapping of *er verb aimer* from Module 1 followed by the infinitive to talk about what you like doing (Revisit Present Tense – Module 1 focus).

Cultural Capital – Draw attention to the fact that technology and social media is just as popular with young people in France as it is in England. Show pupils French versions of YouTube etc.

Vocabulary – *bloguer*.

Unit 5 – Speaking skills focus – forming and answering questions, recapping previous language and key verbs from prior modules, prior content for Year 8, talking about hobbies and interviewing sports people).

Cultural Capital – French celebrities.

Vocabulary – *un portable*.

No End of Module Assessment: Internal Examinations.

Module 4: Vie de famille

This module revisits the irregular verb *avoir* from Module 1 linking it to pets this time.

This module also transfers previously learned rules about *er verbs* to the verb *manger* so that pupils are able to say what they eat for breakfast as well as to *habiter* in order to describe where they live.

Finally, pupils are introduced to irregular *re verb boire* for the first time.

Points de départ – Describing pets with *avoir*, higher numbers for animal ages.

Cultural Capital – Capital cities and flags of nine European countries, and how the plurals of nouns ending in *u* work in French.

Vocabulary – *européen, un lézard*.

Unit 1 – Describing family, possessive adjectives, revisiting *avoir* for hair/eye colour and ages.

Cultural Capital – How word order differs in French and English.

Vocabulary – *la famille*.

Unit 2 – Revisiting *er verbs* with *habiter* and *il y a* to describe house with opinions.

Cultural Capital – Differences between housing in different French speaking countries, for example in Belgium and on the Ivory Coast.

Vocabulary – *Côte D'Ivoire*.

Unit 3 – Revisiting *er verbs* with *manger* and learning *irregular verb boire* along with *partitive articles* (first teaching).

Cultural Capital – Talking about typically French breakfast food and how these are made.

Vocabulary – *grillé*.

Unit 4 – Listening and reading skills focus – festivals, broadening cultural knowledge and using context to understand unfamiliar words, revisiting *nous* form of previously seen *er verbs*.

Cultural Capital – Learning about the tradition of Bastille Day in France.

Vocabulary – *le défilé*.

Unit 5 – Describing a family using verbs seen throughout the module in the third person but introducing new adjectives.

Cultural Capital – Popular cartoons in France (Second reference), TV series called *Cédric* (watch on You tube with pupils).

Vocabulary – *sévère*.

Module 4 Assessment of skills: Reading and Writing.

Module 5: En ville

This final module introduces the final key irregular verb *aller*, which means that throughout Year 7 pupils have now encountered the four key irregular French verbs of *avoir, être, faire* and *aller*.

Aller is needed in this final module to describe where people go, and is necessary for Unit 5 in this module where pupils are introduced to the idea of using two tenses together for the first time, which prepares them for Year 8 when they are required to do so more formally in Modules 1 and 2.

Prior knowledge of the verb *aller* is essential for year 8 Module 2 where pupils talk in the Future tense.

Points de départ – Places in town, revisiting *il y a / il n’y a pas de* and opinions.

Cultural Capital – The attractions of the city of Paris, typically French café foods and drinks. Places that are French to visit, such as *chateaus*.

Vocabulary – *menthe, les loisirs*.

Unit 1 - Introducing *irregular verb aller* to say where you go at the weekend using places from Point de depart and prepositions.

Cultural Capital – More about Paris tourist destinations (*le centre Pompidou, le Parc des Princes, le château de Versailles*).

Vocabulary – *l’histoire*.

Unit 2 – Inviting people out to places already seen using *modal verb vouloir*, prepositions and times recapped from previous modules.

Cultural Capital – Use of modal verbs and their frequency in arranging to go out.

Vocabulary – *un rendez-vous*.

Unit 3 – Ordering drinks and snacks in a café using *tu and vous forms* of verbs and questions (first teaching).

Cultural Capital – French café menus.

Vocabulary – *les frites*.

Careers related enrichment

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|---|--|--|---|
| <ul style="list-style-type: none"> • Ordering drinks and snacks in a café. | <ul style="list-style-type: none"> • Link to travel and hospitality. • Link to service industry. • Transactional encounters in the target language. | <ul style="list-style-type: none"> • Opportunity to practise in Normandy, Summer term Year 7. | <ul style="list-style-type: none"> • Link to local restaurants or people locally who are in the travel industry. |
|---|--|--|---|

Unit 4 – Saying what you are going to do recapping *aller* from Unit 1 plus learning how to add the infinitive.

Cultural Capital – More about Paris, with a focus on the Mona Lisa painting, and the boulevard Haussmann.

Vocabulary – *célèbre*.

Unit 5 – Talking about plans for a special weekend putting the Present Tense and Future Tenses together (first teaching of two tenses together).

Cultural Capital – The French catacombs (videos on You tube, catacombs website).

Vocabulary – *les catacombes*.

No Assessment for Module 5.

In Dynamo 2 French, pupils study:

Module 1: Vive les vacances

This module appears first as it immediately challenges pupils to work using two tenses with the verbs *avoir* and *être* from Year 7 study, which are essential for working in the Past tense and to ensure that pupils move on from their Year 7 end point, ascending from grade 4 to 5 as they can use two tenses simultaneously.

Points de départ – Revising *avoir* and *être* from Year 7 to say when you have holidays and where you are on holiday, also in preparation for first teaching of the Perfect Tense.

Cultural references to holiday differences between France and Spain.

Cultural capital – Information about how the French school year is divided into five terms, and the length of school holidays they have.

Vocabulary – *Toussaint, le monde.*

Unit 1 – Saying what you did during the holidays using the Perfect Tense with *avoir* with regular *er* verbs (first teaching).

Cultural capital – Common French pronunciation of *ai* and *é*.

Vocabulary – *les glaces.*

Unit 2 – Describing a visit to a theme park using the irregulars with the Perfect Tense with *avoir* (first teaching, but *avoir* recap).

Cultural capital – French theme parks, with a focus on *Parc Asterix*. Also talk about Asterix as a cartoon character (third teaching of French cartoon related information).

Vocabulary – *un spectacle.*

Unit 3 – Saying where you went and how using key verbs from the Perfect Tense with *être* (first teaching, but *être* recap).

Cultural capital – *Around the World in 80 Days*, Jules Verne. Reference to the book and reading comprehension in French.

Vocabulary – *un avion.*

Careers related enrichment

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none">• Transport and travel. | <ul style="list-style-type: none">• Link to different Airlines and Ferry companies. | <ul style="list-style-type: none">• Opportunity to explore working for a transport travel company, or in an airport / in customs. | <ul style="list-style-type: none">• Link to Airlines, Ferry companies or airport workers. |
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Unit 4 – Using negatives in the Perfect Tense to describe things that went wrong on holiday (recapping negatives from Module 2 and 3 from Year 7).

Cultural capital – Word order conventions (link to negatives in the Perfect Tense).

Vocabulary – *un souvenir.*

Unit 5 – Learning how to ask and answer questions, using the Perfect Tense, and using a mixture of the Present and Perfect Tenses in response (recap from Year 7 Module 5 of using two tenses together).

Cultural capital – French speaking North Africa (Morocco, Tunisia) and Vanuatu (in the Pacific Ocean).

Vocabulary – *la plongée, dauphin.*

Module 1 Assessment of skills: Listening and Reading focus.

Module 2: J'adore les fêtes

This module requires pupils to use opinions to describe what they like and dislike with regards to festivals and celebrations, which builds on work from year 7 Modules 1, 2 and 3, as well as being able to justify opinions, which also builds on the same Year 7 content.

It revisits previously learned Year 7 content of numbers and months to say when certain festivals and celebrations happen.

It revisits Year 7 regular *er* verbs which pupils need to understand before they are introduced to regular *ir* and *re* verbs.

It also looks at previously learned key irregular verb *aller* from year 7 Module 5 which helps pupils to learn how to use the Future tense to talk about a trip they have planned.

The module introduces pupils to transactional language that they will need in Module 3 also.

Points de départ – Talking about cultural life in France through festivals and celebrations that are traditional to them, as well as exploring links between France and England in terms of festivals and celebrations that we share.

Cultural capital – French celebrations which are typical of their country, similarities and differences with England, linking the French calendar to a Saint.

Vocabulary – *La Chandeleur, chanter.*

Unit 1 – Describing festivals and special days using time frames, sequencing phrases and the present Tense of regular *ir* and *re* verbs (first teaching of *ir* and *re*, but can also recap regular *er* from Year 7 at this point).

Developing responses about how to describe a photo in the spoken and written form (revision of Year 7 Module 1).

Cultural capital – The French music festival called *Fête de la musique*.

Vocabulary – *un drapeau.*

Unit 2 – Learning how to use transactional language to buy food at a market, identifying cognates, quantities and the partitive article, as well as formal conventions for the use of *vous* (first teaching).

Learning about modal verbs such as *vouloir* (first teaching).

Cultural capital – Formal and informal conventions of speech.

Vocabulary – *une tranche.*

Unit 3 – Using prediction to help with challenging listening passages and giving answers in French for a reading task (preparation and prior content for KS4 skills).

Developing cultural awareness of dishes typical of a French speaking country (Recap of Year 7 Module 4, Unit 3 – breakfast and *manger*).

Cultural capital – Typically French dishes.

Vocabulary – *flambée.*

Unit 4 – Using the Near Future Tense to talk about a future trip (recap of year 7 Module 5, and refer to Objectives routine in place across the Curriculum Area that uses the Near Future Tense).

Using the Near Future Tense to ask questions about what someone else will do (preparation and prior content for KS4 role-play skills).

Cultural capital – Christmas markets in Colmar, Alsace.

Vocabulary – *une boule*.

Unit 5 – Combining the Present and Future tenses to talk about New Year resolutions (recap of Present Tense, both regular and irregular from Year 7 Modules 1, 3 and 4, as well as from Year 8 Module 1 and previous unit in Module 2).

Cultural capital – *La galette des rois* cake and tradition, the Epiphany.

Vocabulary – *la galette*.

Module 2 and Assessment of skills: Speaking and Writing focus.

Module 3: À loisir

This module builds on the transactional language covered in Module 2 by linking the key phrases necessary for buying food to buying cinema tickets and arranging to go out. It also revisits all previously learned Present tense regular and irregular verbs to describe hobbies and leisure activities in more detail.

This module looks at pupils changing tense to the Future and Past when saying what they will do or have done, building on the grammatical rules learned in previous modules, allowing them to be working in more than one tense in an increasing number of topic areas, which is what would be expected by this point in Year 8.

BAME focus – Ladj Ly (film director and screen writer).

Points de départ – Talking about celebrities and TV programmes using *c'est* to describe who people are and what the type of programme being described is.

Using singular and plural adjectival agreement to talk about celebrities and TV programmes (recap from Year 7 Modules 1 and 2).

Recapping *être* to say people and programmes *are + adjective*.

Cultural capital – French reality TV shows and their popularity. French actors (Emma Watson, French born).

Vocabulary – *incroyable, cuisine*.

Unit 1 – Talking about digital technology using Present Tense regular *er* verbs and irregular Present Tense verbs (recap from Year 7, all modules and Year 8 Modules 1 and 2).

Using frequency phrases to add detail to responses (recap from Year 7 Module 3 when talking about sport).

Forming and answering a range of questions using *Who, When, Where, What, Why* and *How?* (Preparation and prior content for KS4 speaking skills).

Cultural capital – The popularity of digital technology in France (second reference).

Vocabulary – *les publicités*.

Unit 2 – Using transactional language to arrange to go out to the cinema and to buy tickets in the cinema (building on Module 2 where the language was encountered for the first time, prior content for KS4).

To use the Near Future Tense to say what you are going to do (building on from Module 2).

To take part in role plays (Building on the preparation for KS4 speaking skills already seen in Module 2).

Cultural capital – French cinemas and websites (visit *Gaumont*).

Vocabulary – *animation*.

Unit 3 – To talk about leisure activities in more detail, using both regular and irregular Present tense verbs seen in Year 7 Module 4, as well as sequencing phrases seen in Year 8 Module 2. To develop the use of negatives to say what you don't do.

Cultural capital – Young people in French speaking countries other than France (Democratic Republic of Congo and Cameroon).

Vocabulary – *la lecture*.

Unit 4 – To learn how to identify regular and irregular Perfect Tense verbs in reading extracts, in the he/she form, and using what is found in responses (building on Module 1 and 2).

Cultural capital – French convention of saying ‘I did a walk, I did swimming’ for English translation ‘I went for a walk, I went swimming.’

Vocabulary – *une promenade*.

Unit 5 – Using three tenses in spoken work, referring to notes made as prompts (preparation for KS4 Speaking skills, as well as building on all prior content so far in Modules 1 and 2).

Cultural capital – Reasons why schools might close in France – strikes, unexpected circumstances.

Vocabulary – *une grève*.

Module 3, all units, by Easter Holiday (in preparation for Summer Examinations).

No End of Module Assessment: Internal Examinations.

Module 4: Le monde est petit

This module revisits previously learned *er* regular verbs endings essential for use with the verb *habiter* so that pupils can talk about where they and others live.

It also introduces pupils to Present tense Reflexive verbs for the first time, which are essential for describing daily routine activities relevant to this module linked to home life, as well as to describing relationships with people in Year 9 Module 1.

Points de départ – To talk about where you live using the verb *habiter* and to describe what the weather is like where you live (Recap of Present Tense *er* verbs and Year 7 Module 4, building on talking about where you live by adding detail about location and type of house). To link this language to describing a photo (also building on all previous language used to describe a photo in preparation for KS4).

Cultural capital – French speaking countries, *pays francophones* (second reference), and France’s natural / man-made features.

Vocabulary – *la dune, trop*.

Unit 1 – Describing where you live using *il y a* and *on peut*, linking in seasons (previously covered in Year 7 Module 3 and Year 8 Module 1).

Using *pouvoir* + infinitive to develop responses about what you can and can’t do in a town / county (first teaching of *pouvoir* other than spontaneous language covered in classroom transactions. Draw attention to modal verbs already learned however and the links between *vouloir* and *pouvoir*, Year 8 Module 2).

Cultural capital – The different geography of France, as well as French speaking Africa.

Vocabulary – *des randonnées*.

Unit 2 – Learning to identify different persons of the verb in spoken and written texts, using strategies to decode meaning (link to all previous teaching of grammar and tenses).

Learning to use the verb *devoir* to say what household chores you have to do (first teaching of *devoir* but final modal verb).

Developing opinions linked to household chores (revisiting and building on opinions and justifications covered in year 7 Modules 1, 2 and 3, as well as year 8 Modules 2 and 3).

Cultural capital – Different places people live in the world, (floating village in Vietnam, refugee camps).

Vocabulary – *flottant*.

Unit 3 – Talking about daily routine using reflexive verbs (first teaching of reflexive verbs, preparation for KS4).

Using key Literacy phrases such as connectives, sequencers, frequency expressions and other time phrases covered in all modules so far).

Recapping of *on peut* seen in Unit 1.

Cultural capital – French Scientist Rachel Dubois and the work she does in the Antarctic.

Vocabulary – *un / une scientifique*.

Unit 4 – Using irregular adjectives such as *beau, nouveau* and *vieux* to talk about moving house (link to Year 7 Module 1, recap, as well as year 8 Module 3).

Cultural capital – Talking about the differences between French and English housing.

Vocabulary – *déménager*.

Unit 5 – Using three tenses in writing, recapping and building on all previous work across the two years on Present, Perfect and Future, ensuring pupils work from memory when producing the work (skills preparation for KS4).

Cultural capital – The French speaking country of Corsica.

Vocabulary – *la mer*.

Module 4 Assessment of skills: Speaking and Writing focus.

Module 5: Le sport en direct

This module revisits and builds on previous learning of sports and hobbies linked to the verbs *jouer* and *faire* that have been encountered in both Year 7 Module 3 and Year 8 Module 3.

Much of the language encountered in this final module is of a greater complexity module, which prepares them for the start of year 9 study, where the topic areas are more in line with GCSE, and where pupils need to work in three tenses more readily. The final unit of this module prepares them once again for this.

Points de départ – Learning more about sport through different types of reading extracts.

Learning to talk further about sports using *jouer* and *faire* (continuation of Year 7 Module 3 and Year 8, Unit 3), and developing responses by giving information about teams and clubs that pupils play for (prior content for KS4, Module 2).

Cultural capital – French Speaking sports people, the popular French game of Handball and more about Astérix.

Vocabulary – *l'équitation*.

Unit 1 – Developing opinions about sports using comparatives (*plus/moins*), (first teaching) and through the correct adjectival agreements (recap from Year 7 Module 1, as well as year 8 Module 3 and Year 8 Module 5, Unit 1).

Cultural capital – The use of '*sont*' to mean 'is' with plural nouns.

Vocabulary – *moins*.

Unit 2 – Learning to ask where something is and give directions using the imperative (first teaching, prior content for KS4 Module 1).

Cultural capital - The use of the imperative for giving instructions and the differences between *tu* and *vous*.

Vocabulary – *le bureau*.

Unit 3 – Using *il faut* + infinitive to say 'you must _____' (first teaching).

The use of the imperative for giving instructions and the differences between *tu* and *vous*.

Cultural capital – French Paralympian Marie-Amélie le Fur.

Vocabulary – *le vélo*.

Unit 4 – Learning to talk about injuries and illness to be able to take part in a conversation with the doctor, using the correct prepositions *j'ai mal au / à la / aux* (first teaching).

Cultural capital – French conventions when describing illness and injury.

Vocabulary – *la fièvre*.

Unit 5 – Asking and answering questions in three tenses to interview a sportsperson (recap of prior three tense work in Modules 3 and 4).

Cultural capital – The difference between the use of *Qu'est-ce que* and *Est-ce que* in question forming. Also, the French football team and their nickname of *les Bleus*.

Vocabulary – *passionnant*.

Careers related enrichment

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none">• Interviewing a sports person. | <ul style="list-style-type: none">• Interviewing skills.• Q and A based encounters in the target language with a French sports person. | <ul style="list-style-type: none">• Opportunity to practise interviewing skills. | <ul style="list-style-type: none">• Links to local foreign sports people or anyone that works for a local newspaper. |
|---|---|--|--|

No Assessment for Module 5.

In Dynamo 3 French, pupils study:

Module 1: Mon monde à moi

This module is the first in Year 9 as it revisits many key grammatical concepts that pupils need to access grades 5 and 6, which is optimal for this year group throughout Year 9 and for preparing them for possible future study at KS4, such as communicating in the Past and Future tenses. In this way it sets the tone for the complexity of end of KS3 study as well as the possible beginning of KS4 study.

It revisits Present tense *er* rules as well as opinions to talk about free time.

It revisits key irregulars *avoir* and *être* which are used in the module to describe people and change to the Past tense.

It also revisits key irregular *aller* and links it to the Future tense which is essential for Module 2 when pupils have to express their plans for the future.

Point de départ – Revisiting Present tense *er* rules and using opinions + noun / infinitive to talk about what you like and don't like to do in your free time, building on Literacy work with connectives, sequencing phrases and words such as *because* to justify opinions.

Using questions with *est-ce que* and *qu'est-ce que* to ask others what they like doing. This work will be built on in Unit 1 when linked to extra-curricular activities.

Cultural capital – Information about Arnaud, a young French person, PSG Football Team.

Vocabulary – *tellement*.

Unit 1 – Building on the opinions in the previous unit to talk about extracurricular activities and clubs that people attend and why, using key negatives in order to make comparisons.

Cultural capital – Information about famous French writer Alexandre Dumas, who the school mentioned in the first reading activity is named after.

Vocabulary – *fois* and link to Numeracy 'trois.'

Unit 2 – Revisiting how to describe friends using *avoir* and *être* (re-teach), as well as your relationships with people using reflexive verbs (revisit from Dynamo 2 Module 4, where they were introduced linked to daily routine). Building on work from Year 7 and 8 in describing images (GCSE skills preparation), including more language of speculation (first teaching). **PSHE (x2 objectives: Families, Respectful Relationships, Friendships)**.

Cultural capital – N/A.

Vocabulary – *sympa*.

Unit 3 – Describing what you normally do to celebrate your birthday (Present tense revisit) but linking it to a recent birthday using the Perfect tense (revisit).

Cultural capital – French name day calendar (linked to birth dates).

Vocabulary – *fêter*.

Unit 4 – Using the Near Future tense to say what you are going to wear for a birthday celebration and why (revisit) as well as using two tenses together to say what you did last Saturday, using the Perfect tense with *avoir* and *être* (revisit).

Cultural capital – French fashion designers.

Vocabulary – *emprunter*.

Module 1 Assessment of skills: Listening and Reading Focus.

Module 2: Projets d'avenir

This module builds on the last unit of Module 1, when pupils express what they are *going to do* using the Near Future tense, by introducing pupils to more complex ways of discussing their plans using modal verbs to say what they *want* to do as well as the Future tense to say what they *will* do. This is grammatically complex and can only follow once they have understood the simpler version of the Future tense, the Near Future.

Point de départ – Talking about how you earn money, revisiting modal verbs *pouvoir* and *devoir* to say what you can and have to do (revisit of modal verbs), plus your opinions of work and what you spend your money on (Present tense revisit).

Cultural capital – N/A.

Vocabulary – *des voisins*.

Unit 1 – Building on the use of modal verbs from the previous unit to say what you want to do in the future, using *vouloir*, developing responses to give detail about the plans other people have by varying the subject of the verb.

Cultural capital – Stereotypes linked to professions.

Vocabulary – *boulot*.

Unit 2 – Continuing the ideas of the future and aspirations from the previous two units, this time using the simple Future tense to say what you and others '*will*' do (first teaching).

Cultural capital – French saying '*Quand les poules auront des dents*' and English equivalent.

Vocabulary – *bénévole*.

Careers related enrichment

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none">• Talking about what you will do in the future. | <ul style="list-style-type: none">• Plans and aspirations linked to work as well as personal life. | <ul style="list-style-type: none">• Opportunity to think about Careers and future plans, linking this to the Options process. | <ul style="list-style-type: none">• Careers advice from school Career's officer.• Discussions with members of the Curriculum Area as well as the wider school about different career opportunities. |
|---|--|---|--|

Unit 3 – Continuing the use of the simple Future tense to say what things *will be like* in the future (revisit), using impersonal forms of the verb in the Future tense (first teaching).

Cultural capital – N/A.

Vocabulary – *conducteur*.

Unit 4 – Describing an inventor, their life story and what they have done using the Perfect tense with *avoir* and *être* in the third person (revisit Perfect tense, but first focused teaching on third person).

Cultural capital – Inventor Bertin Nahum, French entrepreneur in Surgical Robotics.

BAME Focus - Inventor Bertin Nahum.

Vocabulary – *inventeur*.

Module 2 Assessment of skills: Speaking and Writing Focus.

***Careers related enrichment – Knowledge Tasks (Year 9 only) to include BAME references to Serena Williams and Will Smith.**

Module 3: Ma vie en musique

This module continues to introduce pupils to more grammatically complex content by introducing them to the Imperfect tense for the first time, allowing them to express what they *used to be like and used to do* longer ago. Knowledge of the Imperfect tense also allows them to give more complex opinions and make comparisons between the present and the past.

The learning of the Imperfect tense must follow a revisit of the Present tense in Module 1 as the Present is used to formulate the Imperfect.

Furthermore, mastery of the Present, Past and Future is advisable before pupils explore the Imperfect as a fourth tense.

BAME focus –Aya Nakamura (singer), Stromae (musician).

Point de départ – Talking about musical tastes, giving Present tense opinions (revisit), as well as pronouns to avoid repetition (first teaching).

Describing an image, building on work completed in Module 1.

Cultural capital – Types of popular French music.

Vocabulary – *l'orchestre*.

Unit 1 – Talking about what you used to be like in the past, using the Imperfect tense (first teaching) to refer to longer ago. This is prior content for the next two units of work, as well as for the next module and Module 5.

Cultural capital – What two famous French singers were like when they were young, *Corneille* and *Raphael*.

Vocabulary – *mignon*.

Unit 2 – Continuing the work completed in the previous unit on the Imperfect tense to describe what school used to be like, making comparisons between primary and secondary.

Cultural capital – The French primary school system, which is divided into *maternelle* (Age 3-6) and *élémentaire* (Age 6-11).

Vocabulary – *repas*.

Unit 3 – Continuing the work completed in the previous units on the Imperfect tense to describe how musical tastes and habits have changed over years, making comparisons between the present and past.

Cultural capital – Famous French music genres or artists from the past.

Vocabulary – *écouter*.

Unit 4 – Asking and answering questions in different tenses to interview a refugee, linking four tenses (first teaching).

Cultural capital – French refugees and refugee camps.

Vocabulary – *refugié*.

Module 3, all units, by Easter Holiday (in preparation for Summer Examinations).

No of Module Assessment: Internal Examinations.

Module 4: Le meilleur des mondes

This module also introduces pupils to further grammatical complexity by introducing the Conditional tense to talk about what they and others *would like to do* to change the world, which is necessary to understand in order to access the environmental content of the module.

Furthermore, it is another example of a module that contains language more in line with KS4, which pupils are approaching at this point in Year 9.

PSHE (SMSC Objective: Moral).

Point de départ – Using the Present tense (revisit) to talk about what is eaten in different parts of the world, using third person plurals of verbs, as well as giving opinions.

To further build on the work carried out in previous modules in describing an image, linking it to the environment.

Cultural capital – Differences between French and English food at school.

Vocabulary – *ramasser*.

Unit 1 – Talking about what you eat in the Present tense, giving information about different types of diets, such as vegetarianism, your opinions of these as well as complex negatives. Introduces language for the next unit that looks at what must be done to protect animals.

Cultural capital – Popularity of veganism and vegetarianism in France.

Vocabulary – *omnivore*. **PSHE (SMSC Objective: Moral and Healthy Eating).**

Unit 2 – Talking about what must be done to protect animals, as well as using the superlative to the '*biggest, most venomous, fastest*' etc.

Cultural capital – SOS Nature organisation.

Vocabulary – *l'espèce*.

Unit 3 – Using Present tense regular '*e'*' verbs (revisit) to talk about what you and others do to reduce the use of plastic, then moving on to the Perfect tense to say what you have done recently as well as what you did longer ago using the Imperfect tense (revisit from previous module).

Cultural capital – The approach of France to reducing the use of plastic.

Vocabulary – *camion*.

Unit 4 – Using the Conditional tense (first teaching of all parts and rules) to say what you and others would like to do change the world and why. (This is future content for the final module).

Cultural capital – N/A.

Vocabulary – *bio*.

Module 4 Assessment of skills: Listening and Reading.

Module 5: Le monde francophone

This module revisits and combines all of the grammatical content and tenses previously studied and in requiring pupils to work in a variety of tense it continues the preparation for KS4 which will follow this module for many.

Unit 1 – Continuing the work started on the Conditional tense in the previous module to say which Francophone countries you would like to visit and why, as well as what others would like to do and then using the Near Future tense (revisit) to say which you are going to visit.

Cultural capital – The Francophone world.

Vocabulary – *francophone*.

Unit 2 – Using modal verbs (revisit) to say what you want to see and visit in Francophone countries and why, as well as referring to what other people want to see and visit, continuing the work from Unit 1.

Cultural capital – *La Tour Eiffel, le Mont-Saint-Michel, le pont du Gard.*

Vocabulary – *pont.*

Unit 3 – Using opinions + infinitives to say what you like and don't like doing when visiting a place and why (revisit). Learning how to take part in conversations and role plays linked to excursions (first teaching, key GCSE skill).

Cultural capital – *Le volcan de Lemptégy, le Château du val.*

Vocabulary – *plats.*

Careers related enrichment

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Booking an excursion. | <ul style="list-style-type: none"> • Understanding tourist information and how to make bookings. | <ul style="list-style-type: none"> • Opportunity to consider working for a transport or travel company. | <ul style="list-style-type: none"> • Explore different tourism companies and how to access jobs in their sector. |
|---|---|--|---|

Unit 4 – Using language to describe a Francophone location and your opinion of it to prepare a fact file, with superlative adjectives to add emphasis (revisit).

Cultural capital – *Monaco, Morocco, les Iles de Wallis-et-Futuna, le Laos.*

Vocabulary – *cascades.*

Unit 5 – Using Present tense formal *vous* verbs (first teaching of formal rules linked to 'you') to interview a young Francophone person.

Cultural capital – O'Plérou Grebet and the French African emojis he designs.

Vocabulary – *sculpte.*

Unit 8 – Continuing the work in the previous unit about young Francophone people, combining tenses to write an article about a Francophone artist, musician, writer or sportsperson, asking and answering questions in a range of tenses, using the third person singular of the verb.

Cultural capital – French musicians / artists Angèle Van Laeken, Stromae.

Vocabulary – *plusieur.*

Unit 6 – Using the Near Future and Simple Future tenses to discuss your plans for the future, justifying reasons why you want to do something (revisit of both tenses).

Cultural capital – The female Cameroon football team.

Vocabulary – *mondial.*

Unit 7 – Using the how Perfect and Imperfect tenses together, to discuss a past trip round the world (revisit from Module 3).

Cultural capital – Swiss adventurer Xavier Rosset.

Vocabulary – *planter.*

No Module 5 Assessment.

In Viva 1 Spanish, Year 8, pupils study:

This module comes first as it offers a cultural introduction to the Spanish speaking world. It also contains all the foundation language and basics that pupils need in terms of personal information, as well as numbers.

It introduces pupils to the first two key irregular verbs *ser* and *tener* so that pupils can talk about what they and others are like using *ser* and give their age using *tener*. This is content that will permeate all other subsequent modules, for example in Module 2 pupils will learn how to apply *I am* to sports and hobbies by saying *I am a fan of* to develop their responses and in Module 2 they will describe their teacher using the verb *ser* (to be).

Module 1: Mi vida

Punto de partida – A brief introduction to the Spanish speaking world.

Cultural Capital – Talk about Spanish tourism being the main industry in Spain.

Vocabulary – *el desierto*.

Unit 1 – Pronunciations of new Spanish sounds when meeting them for the first time, as well as asking someone their name and responding.

Developing responses to mention other people using third person verbs.

Cultural Capital – Popular Spanish names and how to pronounce them.

Vocabulary – *fenomenal*.

Unit 2 – Personality adjectives and the irregular verb *ser* (first teaching), understanding the differences between masculine and feminine adjectives.

Key Literacy phrases (first teaching) such as common connectives.

Negatives (first teaching).

Cultural Capital – Famous Spanish celebrities and sports people.

Vocabulary – *tranquilo*.

Unit 3 – Numbers and ages linked to the verb *tener* (first teaching).

Brothers and sisters, also linked to the verb *tener*.

Negatives (recap from Unit 2).

Cultural Capital – Other Spanish speaking countries, with a focus on Ecuador, Uruguay and Santiago de Chile.

Vocabulary – *años*.

Unit 4 – Months, bigger numbers, linked to dates and birthdays.

Revisit smaller numbers.

Alphabet and pronunciations (revisit from Unit 1).

Cultural Capital – Key pronunciations and letter sounds (*j, z, v, b*).

Vocabulary – *cumpleaños*.

Unit 5 – Pets and colours, linked to the verb *tener* (recap).

Adjectival agreements (recap from Unit 2). Negatives (recap from Unit 2 and 3).

Cultural Capital – The difference between the *r* and *rr* sounds in Spanish.

Vocabulary – *una serpiente*.

Unit 6 – Writing skills focus (first teaching). Learning to write from memory about personal details using key literacy phrases and terminology in the target language (connectives, intensifiers, verbs, adjectives and negatives – *conjunciones, frases para intensificar, verbs, adjetivos, negativos*).

Cultural Capital – Argentina as a Spanish speaking country (second reference).

Vocabulary – *mascotas*.

Module 1 Assessment of skills: Listening and Reading focus.

Module 2: Mi tiempo libre

This module introduces pupils to regular *ar* verb patterns for the first time which is essential for all subsequent modules as *ar* verbs are the most common group of verbs in Spanish and appear in many different contexts. It is important to master these before moving on to *er* and *ir* verbs.

The module builds on the work of the previous module in terms of key irregular verbs by introducing *hacer* so that pupils are able to say what sports and activities they do.

The module also introduces pupils to how to express opinions using *ar* verbs *gustar* and *encantar*, which they need for Module 3 as well when they link opinions to school subjects as well as all subsequent opportunities to express opinions, which teachers encourage in all topic areas.

Punto de partida – A brief introduction to the sports and activities which are popular in the Spanish speaking world.

Cultural Capital – Names of relevant famous sports people and celebrities (second reference).
The Spanish climate and how this impacts on the activities people do.

Vocabulary – *el flamenco* (watch a video of flamenco dancing).

Unit 1 – Likes and dislikes using *gustar* with infinitives (first teaching).

Justifications of opinions (first teaching).

Cultural Capital – Non literal translations, such as *me gusta* (in Spanish, *it pleases me*, but in English, *I like*).

Vocabulary – *navegar*.

Unit 2 – Regular Present Tense *AR* verb patterns (first teaching).

Frequency words (first teaching).

Justifications of opinions (recap from Module 2: Unit 1).

Cultural Capital – Talk about Spanish music and popular instruments. Listen to some Spanish guitar music.

Vocabulary – *cantar*.

Unit 3 – Weather and seasons (first teaching, in preparation for linking these with sports in Unit 4).

Cultural Capital - Talk about some Latin American countries being in the northern hemisphere and some in the southern.

Vocabulary – *calor*.

Unit 4 – Sports with the verbs *hacer* and irregular and stem changing verb *jugar* (first teaching).

Days of the week (recap from Module 1), linked to sports.

Justifications of opinions (recap from Module 2: Unit 1).

Weather linked to sports (recap from Module 2: Unit 3).

Cultural Capital – Introduction to stem-changing verbs (first reference).

Vocabulary – *encantar*.

Unit 5 – Saying if you are fanatical about a sport, bringing the module together (part 1).

Irregular verb *ser* and adjectival agreements (recap from Module 1: Unit 2).

Reading skills focus (first teaching), learning to understand more challenging texts and strategies for doing this.

Cultural Capital – The Spanish speaking world beyond Spain – Uruguay and Mexico (third reference).

Vocabulary – Cognates (*Argentina*) and near cognates (*esquí*) - (explanation and examples).

Unit 6 – Using key question words to ask and answer questions about your free time.
Speaking skills focus (first teaching) to bring the module together (part 2).
Cultural Capital - The Spanish speaking world beyond Spain – Cancun (fourth reference).
Vocabulary – *día*.

Module 2 Assessment of skills: Speaking and Writing focus.

Cultural Capital Extra Part 1 – Christmas in Spain and the Spanish speaking world.

Vocabulary - *Navidad*.

Module 3: Mi insti

This module continues the grammatical content of Module 2 by revisiting regular *ar* verb patterns and linking these to the verb *estudiar* so that pupils can talk about what they study, before moving on to *er* and *ir* in the context of common break time activities linked to school. The module also builds on the content of Module 1 by transferring the verb *ser* used to describe people to the context of school teachers and links the opinions learned in Module 2 to describe hobbies to what pupils think of school subjects.

Punto de partida – A brief introduction about Spanish schools, with a focus on timetables and menus.

Cultural Capital – Differences in the length and format of the school day.

Vocabulary – *estudiar*.

Unit 1 – Regular Present Tense *AR* verb patterns (recap from Module 2: Unit 2).

Days of the week (recap from Module 1), linked to subjects.

Justifications of opinions (recap from Module 2: Unit 1).

Cultural Capital – Differences and similarities between what is studied in Spanish and English schools (second reference).

Vocabulary – Cognates (*música*) and near cognates (*inglés*) (second reference).

Unit 2 – Opinions of school subjects using *gustar* (recap from Module 2: Unit 1).

Other similar verbs to *gustar*, such as *chiflar*, *encantar* and *molar* (first teaching).

Justifications of opinions (recap from Module 2: Unit 1).

Describing a teacher using *ser* and adjectival agreements (recap from Module 1: Unit 2) to further justify opinions.

Cultural Capital - Differences in the pronunciation of the letter *g*, depending on the word.

Vocabulary – *severo*.

Unit 3 – Describing what there is and isn't in a school in terms of facilities using *hay* and *no hay* (first teaching).

Using *gustar* to express opinions about facilities (Module 3: Unit 2 and Module 2: Unit 1).

Cultural Capital – Differences in the facilities in Spanish and English schools.

Vocabulary – *el instituto*.

Unit 4 – Common break time activities using regular Present Tense *ER* and *IR* verb patterns (first teaching).

Using frequency phrases to expand responses (recap from Module 2: Unit 2).

Cultural Capital - Differences between what Spanish and English pupils eat during break time.

Vocabulary – *el recreo*.

Unit 5 – Bringing the module together with a Listening skill focus (first teaching).

Cultural Capital – The city of Barcelona, as this is mentioned in the unit as the location of the school described.

Vocabulary – *un bocadillo*.

Unit 6 – Bringing the module together with a Writing skill focus (second teaching), using connectives, intensifiers, frequency phrases and the correct adjectival agreements (*conjunciones, frases para intensificar, frases de frecuencia y adjetivos correctos*).

Cultural Capital – Schools in Mexico.

Vocabulary – *el profesor*.

No Assessment: Internal examinations.

Module 4: Mi familia y mis amigos

This module continues to focus on the two key irregular verbs *ser* and *tener* to allow pupils to talk in more detail about what family members are like in terms of personality using *ser*, as well as physically using *tener*.

This module also covers the first teaching of content relating to where people live, which is preparation for Module 5 when describing towns and cities.

Punto de partida – A brief introduction to the topic of family, with a link to famous people and the Spanish Royal Family.

Cultural Capital – The Spanish Royal Family, who they are and where they live.

Vocabulary – *real*.

Unit 1 – Describing how many people there are in your family using *hay / no hay* (recap from Module 3: Unit 3).

Describing family members in terms of name and age using the verb *tener* (recap from Modules 1-3).

Cultural Capital – The focus on family in Spain and the importance of this for the Spanish.

Vocabulary – *ochenta* (and the formation of other higher numbers with *-enta*).

Unit 2 – Describing physical appearance in terms of hair and eye colour using the verb *tener* (recap from Modules 1-3).

Cultural Capital – Stereotypes about the way Spanish people look and that these are very much stereotypes as many Spanish people have blonde/red hair and blue/grey eyes.

Vocabulary – *pelo*.

Unit 3 - Describing physical appearance using further key adjectives and building on work from Module 1: Unit 2 and the verb *ser* (recap).

Cultural Capital – The common Spanish pronunciation of *diphthongs* – (*two vowels together*).

Vocabulary – *guapa* (*diphthong*).

Unit 4 – Describing where people live using regular Present Tense verb *vivir* (recap IR endings from (Module 3: Unit 4).

Cultural Capital – The different types of housing which exist in Spain compared to England and how this varies depending on the geographical location.

Vocabulary – *costa*.

Unit 5 – Bringing the module together with a Reading skills focus to recap content of module (second reference).

Cultural Capital – Talk about Cádiz in southern Spain (referred to in the reading comprehension).

Vocabulary – *mariposa*.

Unit 6 – Bringing the module together with a Speaking skills focus to recap content of module (second teaching).

Cultural Capital – La Paz in Bolivia.

Vocabulary – *alto*.

End of Module Assessment: _____ .

Module 5: Mi ciudad

The final module continues the work started in Module 4 when pupils learned to talk about where they live, by linking it to the content of describing what towns and places are like.

The module introduces pupils to irregular and stem changing verb *querer* to take part in transactional conversations, expressing what they want to buy.

Finally, the module introduces the Near Future tense for the first time as preparation for Year 8, when the grammatical content will step up.

Punto de partida – Brief introduction to Spain, its geography, as well as key cities and foods.

Cultural Capital – Talk about the population of Spain and the size of the country compared to the population.

Vocabulary – *frontera*.

Unit 1 – Describing what there is and isn't in a town using *hay / no hay* (recap from Module 3: Unit 3).

Cultural Capital – Look at the cities of *Santander, Ronda* and *Almagro*, which are mentioned in the reading comprehension.

Vocabulary – *un mercado*.

Unit 2 – Time (first teaching).

Places in a town and saying where people go using the Present Tense of the irregular verb *ir* (first teaching).

Cultural Capital – The difference between Spanish and English when saying the time, *son las ocho*, plural and not singular.

Vocabulary – *una chocolatina*.

Unit 3 – Using irregular and stem changing verb *querer* to take part in transactional conversations in a café (recap from Module 2: Unit 4 – stem changing verbs).

Cultural Capital – Talk about tapas and small tapas bars in Spain, in terms of what they sell and their popularity.

Vocabulary – *una ración*.

Careers related enrichment

| | | | |
|---|--|---|---|
| <ul style="list-style-type: none">Ordering drinks and snacks in a café. | <ul style="list-style-type: none">Link to travel and hospitality.Link to service industry.Transactional encounters in the target language. | <ul style="list-style-type: none">Opportunity to explore working abroad in the Hospitality business or in hotels. | <ul style="list-style-type: none">Link to people who have worked abroad as holiday representatives or for travel companies. |
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Unit 4 – Near Future tense (first teaching) using the verb *ir* + infinitive (recap from Unit 2 of this module).

Cultural Capital – Linguistic conventions linked to the pronunciation of *v* and *b* (second reference).

Vocabulary – *semana*.

Unit 5 – Bringing the module together with a Listening skill focus to recap content (first teaching).

Learning to summarise and developing a knowledge of distractors.

Cultural Capital – Discuss the types of leisure activities young Spanish people like to do.

Vocabulary – *la bolera*.

Unit 6 – Bringing the module together with a Writing skill focus to recap content (third teaching).

Literacy and grammar skills focus (two tenses used together, connectives, intensifiers, time expressions).

Cultural Capital – Discuss Habana in Cuba.

Vocabulary – *estupendo*.

No Module 5 Assessment.

In Viva 2 Spanish, Year 9, pupils study:

Module 1: Mis vacaciones

This is the first module of Year 9 Spanish as it introduces pupils to the Preterite (Past) tense for the first time, with all three verb groups, *ar*, *er* and *ir*.

It also introduces the Preterite tense of key irregular verb *ser*, which pupils have used throughout Year 8 in other contexts, and now need to express opinions in the past.

They also learn to use the Preterite of key verb *ir*, linked to where they went on holiday.

It is important that this follows the end of Year 8 study as pupils only access the Present and Near Future tenses in Year 8, and must now move the learning forward and access higher grades, which using a Preterite (Past) tense allows them to do.

This content also precedes Module 2, where pupils use the Present and Preterite together.

Punto de partida – A brief introduction to holiday destinations in Spain.

Cultural Capital – Talk about Spanish tourism being the main industry in Spain.

Vocabulary – *turístico*.

Unit 1 – Using the Preterite tense to talk about where pupils have been on holiday, with a focus on the irregular verb '*ir*' and all conjugations (first teaching of Preterite).

Developing responses to mention how travelled and who with.

Cultural Capital – Using adjectives in exclamations.

Vocabulary – *hasta*.

Unit 2 – Using the Preterite tense to talk about what pupils did on holiday with regular AR verbs in the *l* form, (first teaching of AR Preterite rules, but second reference to this tense, building on the work started in Unit 1). Develop responses to talk about what other people have done using different parts of the verb in the Preterite (first teaching) and using sequencing phrases to extend.

Cultural Capital – Talk about the difference Spanish *costas* and what their names mean.

Vocabulary – *costa*.

Unit 3 – Using the Preterite tense to talk about what pupils did on holiday with regular ER and IR verbs in the *l* form, (first teaching of ER/IR Preterite rules, but third reference to this tense, building on the work started in Units 1 and 2). Develop responses to talk about what other people have done using different parts of the verb in the Preterite (second teaching) and using sequencing phrases to extend (second teaching) as well as times of day (first teaching).

Cultural Capital – Talk about *paella* and the different types.

Vocabulary – *tarde*.

Unit 4 – Using the Preterite tense to talk about what pupils thought of activities in the past with the Preterite of key irregular verb '*ser*' and using '*fue*' to mean '*it was*' (first teaching but continuation of work on the Preterite tense).

Cultural Capital – Talk about the pronunciations of the two different r sounds (*r/rr*).

Vocabulary – *horroroso*.

Unit 5 Extension– Speaking skills focus (first teaching), giving a presentation about holidays using the language covered in the module, as well as opinions and sequencing phrases to make the content more interesting.

Cultural Capital – Talk about the Riviera Maya in Mexico.

Vocabulary – *riviera*.

Adelante Extension (Pg 20 of text book and in Unit 5 PPT) – Describing a photo (first teaching).

Module 1 Assessment of skills: Listening and Reading focus.

Module 2: Todo sobre mi vida

This module builds on the grammatical work on the Preterite (Past) tense started in Module 1, by requiring pupils to work in two tenses simultaneously, the Present and Preterite.

BAME focus – Shakira (Colombian musician), Richard Camacho (Spanish singer).

BAME focus – Will. I. Am's album Translation and Berta Vázquez (Spanish actress).

Punto de partida – A brief introduction to television, music and social media in Spain.

Cultural Capital – Talk about soap operas being very popular in Spain.

Vocabulary – *lugar*.

Unit 1 – Using the Present tense (continuing work from Viva 1 in Year 8, all modules) to talk about what you use your mobile phone for, with time phrases used to add extra detail as well as details about other people using different conjugations of the verb.

Cultural Capital – Pronunciations of soft and hard 'c's.

Vocabulary – *los jóvenes*.

Unit 2 – Using the Present tense of the verb *escuchar* (second teaching, building on Module 1) to say what music you listen to as well as opinions using '*me gusta*' to say what your preferences are (building on Module 2 and 3 of Viva 1, Year 8). Change the 'me' to 'le' and 'les' to talk about the preferences of other people and using justifications to develop opinions.

Cultural Capital – The music of Juan Luis Guerra.

Vocabulary – *la canción*.

Unit 3 – Learning to talk about opinions of TV programmes, using comparatives and justifications to develop opinions.

Cultural Capital – Spanish TV channels.

Vocabulary – *una telenovela*.

Unit 4 – Learning to talk about what you did yesterday using the Preterite tense of regular and irregular verbs (revisit from Module 1), as well as time phrases to develop detail. Referring to what other people did on the past by changing the subject of the verb.

Vocabulary – *los deberes*.

Unit 5 – Reading skills focus (first teaching), understanding a television guide (authentic text).

Cultural Capital – Spanish TV channels.

Vocabulary – *canal*.

Module 2 Assessment of skills: Speaking and Writing focus.

Module 3: A comer

This module introduces pupils to transactional language linked to ordering in a restaurant and shopping, which precedes Module 4 where this type of language and conversation is developed further in inviting someone to go out, as well as accepting and declining invitations.

Punto de partida – A brief introduction to food and eating out in Spain.

Cultural Capital – Talk about *el menu del día*.

Vocabulary – *frito*.

Unit 1 – Using opinions in the Present tense to say what you like and don't like eating, using exclamations to develop detail, adding in justifications of opinions and making comparisons between positives and negatives (building on Module 2, Unit 3).

Cultural Capital – Latin American animals and what they eat.

Vocabulary – *caramelos*.

Unit 2 – Using the verb *desayunar* to talk about what you have for breakfast in the Present tense (revisit), and linking in other relevant food related verbs such as *cenar* and *comer* to add variety to responses. Linking in the Preterite tense of these verbs to say what you ate on the previous day (revisit from Module 1). Talking about negatives and what you don't eat.

Cultural Capital – To talk about times of day that Spanish people eat being very different to in England.

Vocabulary – *arroz*.

Unit 3 – Learning to understand menus and order meals in restaurants. Being able to recognise questions being asked by waiters and knowing how to respond.

Cultural Capital – Talk about some typically Spanish dishes.

Vocabulary – *plato*.

Unit 4 – Learning to discuss what to buy for a party using the near Future tense to say what you are going to buy/bring (revisit from Viva 1 Unit 5).

Cultural Capital – Talk about the tradition of Mexican *piñatas*.

Vocabulary – *globos*.

Unit 5 – Learning to give an account of a party using three tenses together and recognising the three time frames in comprehension work (recap of all grammar covered so far in both books).

Cultural Capital – Talk about the Spanish drink *cava*.

Vocabulary – *espumoso*.

Unit 6 – Speaking skills focus (second teaching), learning to use coping strategies when speaking and when responding to what people say, by asking for repetition or pausing.

Cultural Capital – Talk about the types of phrases Spanish use frequently, such as *vale*.

Vocabulary – *despacio*.

Unit 7 Extension – Learning about food in other Spanish speaking countries such as Central and South America, using direct object pronouns to avoid repetition and say '*I eat it/them*.'

Cultural Capital – Talk about the more unusual types of food.

Vocabulary – *caracoles*.

No Assessments: Internal examinations.

Module 4: ¿Qué hacemos?

This module continues the work started in the previous module with transactional language linked to inviting someone to go out, as well as accepting and declining. These are key skills for future GCSE study.

This module returns to the Near Future tense seen in the previous module to allow pupils to talk about what they are going to wear when they go out.

A revisit of the Near Future tense is important as the final module, Module 5, asks pupils to end the module and Year 9 content by talking about their plans for Summer.

Punto de partida – A brief introduction to clothing and different types of shops in the Spanish speaking world.

Cultural Capital – Talk about most Spanish shops having '*ía*' at the end of the word.

Vocabulary – *vaqueros*.

Unit 1 – Using the Conditional tense (first teaching) to arrange to go out and knowing how to accept, as well as arranging where to meet.

Cultural Capital – Pronunciation of the letter '*h*' being silent.

Vocabulary – *ganas*.

Unit 2 – Learning how to make excuses when given an invitation, using the two key stem changing verbs of *querer* and *poder* (revisit from Viva 1) to say you can't or don't want to.

Cultural Capital – Colloquial exclamations relevant to invitations.

Vocabulary – *cuidar*.

Unit 3 – Learning how to discuss getting ready to go out, using regular reflexive verbs (first teaching) in the Present tense to talk about your routine, as well as the routine of other people (extension). Using time expressions (revisit) to sequence the activities.

Cultural Capital – Video clip of Spanish person getting ready to go out.

Vocabulary – *gomina*.

Unit 4 – Learning how to talk about clothes, using demonstrative adjectives 'this' and 'these' (first teaching) to say what you are going to wear in the Future tense (revisit). Using colours to add detail to responses about clothes, with correct agreements and word order (revisit from Viva 1 hair and eye colour).

Cultural Capital – Mexican children's rhyme.

Vocabulary – *llevar*.

Unit 5 – Learning how to talk about sporting events using three tenses together (first teaching, but building on all work completed on individual tenses).

Cultural Capital – Football being the most popular sport in Spain.

Vocabulary – *el portero*.

Unit 6 – Writing skills focus (second teaching). Describing a fancy dress outfit in the Preterite tense (revisit), using colour adjectives and adjectives of description with the correct agreement (revisit).

Cultural Capital – Words with more than one meaning.

Vocabulary – *bruja*.

Unit 7 Extension – Writing skills focus (third teaching) and reading skills as additional focus (second teaching). Writing about a problem using structures with two tenses (revisit) and reading to understand what problems people have, as well as the advice that is offered.

Cultural Capital – Spanish problem pages and problems facing young Spanish people.

Vocabulary – *demasiado*.

End of Module Assessment: _____

Module 5: Operación verano

This module returns to the Near Future tense seen in the previous two modules to allow pupils to talk about their plans for Summer.

On completion of this final module, as much work as is possible in one hour a week will have taken place on studying three tenses and allow pupils to be prepared for possible KS4 study.

Punto de partida – A brief introduction to different Spanish cities.

Cultural Capital – Talk about the Balearic Islands.

Vocabulary – *isla*.

Unit 1 – Learning to describe a holiday home using *estar* and *tener* (revisit), developing responses using adjectives and the correct adjectival agreements (revisit from Module 4 Unit 4). Using the comparative with adjectives to say *more than* and *less than* (first teaching).

Cultural Capital – Types of typically Spanish accommodation (villas, fincas, paradors).

Vocabulary – *dormitorio*.

Unit 2 – Learning to describe possible holiday activities using *se puede(n)* (first teaching but another reference to stem changing verbs), using the superlative to say the *biggest* aquapark or the *most famous* museum (first teaching).

Cultural Capital – Mallorca as a popular tourist destination.

Vocabulary – *cueva*.

Unit 3 – Learning how to ask for directions and understand the imperative form of commands when receiving and giving directions and instructions.

Cultural Capital – Pronunciation of the letter ‘z’ in Spanish words.

Vocabulary – *perdido*.

Unit 4 – Learning to describe Summer camps and use the Future tense to say what you are going to do there and what you would like to do there (revisit of the Future and Conditional tenses from (Viva 1, Module 5, Unit 4 Near Future and Viva 2 Module 4 Unit 1 Conditional).

Cultural Capital – Using fillers to play for time in speech and to add an authentic element to written work.

Vocabulary – *un montón*.

Careers related enrichment

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| <ul style="list-style-type: none"> • Summer camps. | <ul style="list-style-type: none"> • Link to possible gap year activities. | <ul style="list-style-type: none"> • Possibility to explore extra-curricular / Gap Year opportunities for students in the future. | <ul style="list-style-type: none"> • Link to people who have completed a Gap Year. • Looking at companies online who support young people with Gap Years. |
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Unit 5 – Listening skills focus (first teaching), learning to describe and understand a world trip in three tenses (revisit), using key time expressions to identify and indicate when tenses are being changed. Listening for tense, gist and points of view.

Cultural Capital – Latin American destinations (revisit).

Vocabulary – *pasado*.

Unit 6 Extension – Learning to discuss the best and worst holiday destinations using ‘*mejor*’ and ‘*peor*’ (first teaching), as well as a variety of tenses (revisit).

Cultural Capital – Ibiza and los Picos de Europa as two contrasting tourist destinations.

Vocabulary – *pico*.

No Module 5 Assessment.

In Studio French / Viva Spanish (KS4), pupils study five themes of work:

- Identity and Culture.
- Local Area, Holiday and Travel.
- School.
- Future Aspirations, Study and Work.
- International and Global Dimension.

As well as:

- Transactional language for role-plays.
- Descriptive language for Picture Based Discussions.

KS4 French

| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 10 | Module 1 Qui suis-je? Who am I? Theme Identity and Culture. | | |
| 10 | Points de départ 1 and 2 Revising family and describing people. Revising places in town and activities. Unit 1 Talking about friends and what makes a good friend. PSHE (Respectful Relationships and Friendships). Unit 2 Talking about family relationships. PSHE (Respectful Relationships and Friendships). | Needed as revision and prior content before going on to describe family members in more detail and arranging to go out, later in module. Needed at the start of the course as describing people permeates all modules. Naturally follows on from describing how people look and what their personality is like. Prior content for future units in the module (4 and 6). | Masculine/feminine/plural adjectives. Word order. Present tense, regular <i>er</i> and key irregulars, with a focus on <i>aller</i> needed for Unit 3. Prepositions. Translation into English. Further work on irregular verbs in the Present tense. Relative pronoun <i>qui</i> . Reflexive verbs in the Present tense, (first teaching). Emphatic pronouns. Possessive adjectives. |

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| | <p>Unit 3 Making arrangements to go out.</p> <p>Unit 4 Describing a night out with friends.</p> <p>Unit 5 Talking about life when you were younger.</p> | <p>Arranging to go out follows on from describing people. Future tense permeates all future modules.</p> <p>Comparing what you have done with what you are going to do, from previous unit. Perfect tense permeates all future modules.</p> <p>Comparing what you and people are like now, from Unit 1, with what people used to be like. The Imperfect tense is a necessary feature of all future modules.</p> | <p>Near Future tense using <i>aller</i> (continuing from Point de départ 1), (first teaching). Key question words. Both necessary for role-plays.</p> <p>The Perfect Tense (first teaching), with <i>avoir</i> and <i>être</i>. Translation into French.</p> <p>Imperfect tense (first teaching). Literary works for translation. Cultural capital – Napoleon Bonaparte and Marie-Antoinette.</p> <p>Careers related enrichment Poetry and literary translation. Discussion around translation as a career and the skills required. Talk about job opportunities which are linked. On World Book exploit French books through displays, dress and activities in class. Discuss books translated into French. KS4 Paris trip as opportunity to explore the Arts in all aspects. Make link with translation and literary aspects of A-level, linked to Cardinal Newman College website.</p> |
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| | Unit 6 Discussing role models. | Follows on from describing people in Unit 1. | Using the Present, Perfect and Imperfect tenses learned in the units together, across skill areas (Lis, Sp, Read, Writ). Skill of using a variety of tenses, across skill areas (Lis, Sp, Read, Writ). Cultural Capital – Famous French people. |
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| 10 | Module 2 Le temps des loisirs. Leisure and past times. Theme Identity and Culture. | | |
| 10 | Points de départ 1 and 2 Revising sport and music. Revising technology, films and TV. Unit 1 Talking about sport in detail, with information about activities, opinions. PSHE (Physical Health and Fitness). Unit 2 Talking about life on-line. PSHE (Internet safety and harms). | Needed as revision and prior content before going on to describe hobbies and leisure activities in more detail later in the module. Consolidation and extension of language in Points de départ. Comparative language needed for next Unit when pupils are required to compare their current reading habits with when they were young. | Present tense key irregulars (second teaching). Opinions and justifications. Identifying verbs in three tenses in written texts (reading comprehension skills). Asking and answering questions. Present tense (repeat). Using <i>depuis</i> + Present tense to say how long you have been doing something. The correct position of adjectives. Translation into French. The comparative to say more than and less than. The relative pronoun <i>que</i> to say who, which or that. Translation into English. Describing a photo. |

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| | <p>Unit 3 Talking about books and reading, comparing what you read now with when you were younger.</p> <p>Unit 4 Talking about television programmes.</p> <p>Unit 5 Talking about actors and films with detailed opinions.</p> | <p>Links to comparatives learned in the previous Unit.</p> <p>Further development of links to Unit 3, saying what pupils used to watch.</p> <p>Builds on the comparative by introducing the superlative.</p> | <p>The Imperfect tense (repeat) to make comparisons. Listening for information. Cultural Capital – <i>Les Bandes Dessinées</i>.</p> <p>Direct object <i>pronouns le, la</i> and <i>les</i> to avoid repetition and add fluency. Reading for information. Translation into French.</p> <p>Using superlative adjectives to give opinions. Writing a celebrity profile using a variety of tenses from previous units and module 1. Cultural Capital – Cannes Film Festival.</p> |
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| 10 | <p>Module 3 Jours ordinaires, jours de fêtes. Festivals. Theme Identity and Culture.</p> | | |
| 10 | <p>Points de départ 1 and 2 Talking about food and meals. Discussing shopping for clothes.</p> | <p>Prior content for Units 4 and 5 where clothing for weddings, celebrations and festivals is learned.</p> | <p>The partitive article. More irregular Present tense verbs <i>boire</i> and <i>prendre</i>. Using <i>il faut</i> + verb to give instructions. Listening for information in conversations. Quantities. Regular Present Tense recap, <i>porter</i> and irregular verb <i>mettre</i>. Subject and object pronouns. Adjectives of colour.</p> |

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| | <p>Unit 1 Describing daily life and routine.</p> <p>Unit 2 and 4 Talking about food for a special occasion. Describing family celebrations.</p> | <p>Building on food and clothing covered in Points de depart 1 and 2, by linking these to daily routine phrases. Building on reflexive verbs used to describe relationships in Module 1, and linking the grammar to talking about routine.</p> <p>Combining content of point de depart, plus Units 1 and 2 to be able to talk about celebrations in different tenses.</p> | <p>Using Present tense modal verbs <i>pouvoir</i> and <i>devoir</i>. Asking questions using key question words. Reflexive verbs (Second teaching). Translation into French. Reading for information. Cultural Capital – Daily life in Senegal, French speaking Africa.</p> <p>Describing what pupils eat using <i>manger</i> and <i>boire</i> in a variety of tenses. Translation into French. Using the Past tense. Using <i>venir de</i> to say 'have just'. Cultural Capital – Wedding food in France, <i>croquembouche</i>.</p> |
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| 10 | <p>Module 4 De la ville à la campagne. Where people live. Theme Local Area, Holiday and Travel.</p> | | |
| 10 | <p>Points de départ 1 and 2 Where you live and what you do there, in terms of what there is there and how to get to places.</p> | <p>Introduction to how to describe a town for later units. Links to <i>pouvoir</i> in Module 2 and prepositions from Module 1.</p> | <p>Using Present tense <i>on peut</i>. Using the correct word for 'in' (<i>au, à la, aux</i>). Using the Imperative to give instructions. Translation to French. Speaking skills and inference linked to directions.</p> |

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| | <p>Unit 1 Describing a region in detail, saying what there is there and what you can do there.</p> <p>Unit 2 Talking about the advantages and disadvantages of living in a place.</p> <p>Unit 3 Discussing what to see and do. Making arrangements and asking for information about tourist sites.</p> <p>Unit 4 Discussing plans and the weather.</p> <p>Unit 5 Describing problems in town and resolutions using a variety of tenses.</p> | <p>Builds on language set out in the Points de depart in more detail.</p> <p>Builds on language from previous unit to describe a town in greater depth.</p> <p>Using what was learned about places in a town in units 1 and 2 in new context of transactional language.</p> <p>Building on unit 3 by linking the weather to activities, in terms of how the weather influences what you can do.</p> <p>Builds on Unit 2 where disadvantages of a town were discussed and Unit 4, the Future tense.</p> | <p>The pronoun <i>y</i> to mean 'there.' <i>Pouvoir</i> recap linked to <i>on peut</i>.</p> <p>Using different negative expressions using '<i>ne</i>.' Listening for synonyms. Developing inference. Writing skills.</p> <p>Asking questions. Links to role-plays. Listening for information. Making spoken work sound more authentic.</p> <p>Present and the Future tense linked to the weather, (first teaching of this Future tense). Translation into English. Speaking from memory in response to key questions. Cultural capital – climate change.</p> <p>Using the Present, Perfect and Future tenses together (revisit). Translation into French. Cultural capital – French National Service.</p> |
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| 11 | Module 5 Le grand large. Holidays Theme Local Area, Holiday and Travel | | |
| 11 | <p>Points de départ 1 and 2 Talking about what you normally do on holiday. Talking about holidays using a variety of tenses.</p> <p>Unit 1 Talking about an ideal holiday.</p> <p>Unit 2 Booking hotels and using the Perfect tense to review them.</p> <p>Unit 3 Ordering in a restaurant.</p> | <p>Revision of places, routine phrases, holiday activities and tenses as preparation for rest of module, so that pupils can go in to more detail as content progresses.</p> <p>Allows pupils to develop a fourth tense about holiday dreams following the recap in the point de depart of the other tenses already known. Prior content for Unit 4 where pupils talk about which transport they would like to use and why.</p> <p>Pupils have previously learned Imperfect and Perfect, as well as Reflexives, which underpins what they need to do at this point in terms of writing reviews.</p> <p>Continues work on the Perfect tense from previous units to describe how a meal was.</p> | <p>Reflexive verbs to ask and answer questions, linked to holiday routine. <i>On peut</i> + infinitive (revisit). Speaking skills Q and A. Key time markers for use when changing tense.</p> <p>Using the Conditional tense to say what you would like to do (first teaching). All key regulars and irregulars in the <i>je</i> form and to third person where appropriate. Translation into French. Impersonal verbs <i>il y aurait</i>.</p> <p>Perfect tense (revisit). Imperfect tense (revisit). Using Reflexive verbs in the Perfect tense. Transactional language for role-plays.</p> <p>Using <i>en</i> + Present participle to say 'on' or 'while' doing something, linked with the Perfect tense.</p> |

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| | <p>Unit 4 Talking about travelling and modes of transport, saying how you would like to travel if you had the choice.</p> <p>Unit 5 Buying souvenirs using the correct demonstrative adjectives.</p> <p>Unit 6 Talking about holiday disasters in the Pluperfect tense.</p> | <p>Continues work on the Conditional tense already seen in Unit 1 and the Imperfect in previous units in the module.</p> <p>Further development of the Perfect tense encountered in previous units to say what you have bought.</p> <p>At the end of the module as the Pluperfect is a combination of the Imperfect and Perfect tenses from previous units.</p> | <p>Transactional language for role-plays. Reading for information. Cultural Capital – French café food and menus.</p> <p>Using <i>avant de</i> + infinitive (first teaching). The Conditional tense (revisit) linked to the Imperfect. Transactional language for role-plays.</p> <p>Demonstrative adjectives and pronouns, with a focus on agreements linked to nouns. Transactional language for role-plays. Cultural capital – French speaking Tunisia and souks.</p> <p>The Pluperfect tense (first teaching).</p> |
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| 11 | <u>Module 6</u> Au college. School. <u>Theme</u> School | | |
| 11 | Points de départ Revising school subjects. Talking about school timetables. | Revision of school subjects, times and basic as preparation for rest of module, so that pupils can go in to more detail as content progresses. | Using the definite article (<i>le/la/les</i>) to say what you study. Negatives using <i>je ne fais pas de</i> . Opinions and justifications. Agreements of adjectives linked to opinions. |

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| | <p>Unit 1 Talking about your school in terms of basic details.</p> <p>Unit 3 Discussing school rules, saying what is and isn't allowed, justifying why. Developing expressions to agree or disagree.</p> <p>Unit 4 Talking about getting the best out of school.</p> <p>Unit 5 Talking about a school exchange.</p> <p>Unit 2 Comparing school in the UK and French speaking countries.</p> | <p>Basic information about school underpins all future content in the module.</p> <p>Allows pupils to use impersonal structures to develop ways of talking about school and opinions.</p> <p>Further development of the imperative, imperfect and future tenses seen in previous modules to talk about school in a range of tenses.</p> <p>Further development of the three main tense encountered in previous units to say what you have done, are doing and will do during a school exchange.</p> <p>Allows pupils to develop narration skills by using verbs</p> | <p>Cultural Capital – Recap of French school system and school life.</p> <p>Using the pronouns <i>il</i> and <i>elle</i> to refer to school in the third person. Making comparisons using <i>plus/moins/aussi</i> que. Translation into French.</p> <p>Speaking skills Q and A. Using <i>il faut</i> and <i>il est interdit de</i> + infinitive. Opinions and justifications. Translation into French. Translation into English. Developing Speaking skills by saying you agree or disagree.</p> <p>Cultural Capital – French neutral schools in terms of religion.</p> <p>Using the Imperative to give instructions (revisit). Using the Imperfect tense to talk about primary school (revisit). Using the Future tense to talk about plans after leaving school (revisit).</p> <p>Using the Perfect, Present and Future tenses (revisit) to describe exchange visits. Developing exam style Speaking skills by describing a photo.</p> <p>Using previously learned verbs with the pronouns <i>ils</i> and <i>ells</i> (revisit).</p> |
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| | | in the third person plural to compare schools in the UK and French speaking countries. | Cultural Capital – French School System Quiz. |
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| 11 | Module 7 Bon travail. Work. Theme Future aspirations, study and word. | | Careers related enrichment – All topic areas linked to the world of work. All skills of listening, speaking, reading and writing, as well as translation, interpretation and reflection linked to Work Experience. Links to work related vocabulary, in French. |
| 11 | Points de départ Discussing jobs and work preferences. | Revision of job nouns and the conditional tense to express job wishes for the future. This will lead into the next unit discussing career choices in more detail as vocabulary develops. | Using masculine and feminine job nouns. Using opinions and justifications to explain job choices. Using the Conditional tense (revisit) Cultural Capital – Some job nouns historically don't have a feminine version. Careers related enrichment 1 Topic areas are all linked to the world of work. All skills of listening, speaking, reading and writing, as well as translation, interpretation and reflection linked to Work Experience. Links to work related vocabulary, in French. Opportunity to consider job application processes. Explore opportunities to consult with people who have applied for jobs |

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| | <p>Unit 1 Discussing career choices.</p> | <p>Further development of career choices and justifications for this.</p> | <p>abroad or who have worked abroad. Careers advice from school Career's officer.</p> <p>Using the Comparative and Superlative to say '<i>better/worse</i>' and '<i>the best/worst thing</i>' (revisit). Using the Conditional tense (revisit) to discuss career choices. Translation French into English. Speaking skills Q and A.</p> <p>Careers related enrichment 2 Skills Tasks (Communication in the work place in a foreign language).</p> |
| | <p>Unit 2 Talking about plans, hopes and wishes.</p> | <p>Continues work on the Future tense from previous modules and allows pupils to develop more natural and fluent responses with the Perfect Infinitive and Subjunctive when describing wishes for the future.</p> | <p>Using the Future and Conditional tenses (revisit), the Perfect Infinitive (first teaching) and the Subjunctive (first teaching) to describe wishes and life plans such a studying, marriage and starting a family. Speaking skills Q and A.</p> <p>Careers related enrichment 2 Skills Tasks (Critical Thinking in the work place).</p> |
| | <p>Unit 3 Discussing the importance of languages.</p> | <p>Allows pupils to discuss and reflect on the importance of language learning in relation to the world of work, linking to the previous units of career choices.</p> | <p>Using adverbs and spotting patterns with adverb endings. Using the Present Participle to describe advantages of learning another language. Translation English into French.</p> |

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| | <p>Unit 4 Applying for jobs.</p> | <p>Further development of a variety of tenses in relation to saying what work interests you in and why.</p> | <p>Careers related enrichment 2 Skills Tasks (Independence in the work place).</p> <p>Using the Present, Perfect and Conditional (all revisit) to discuss your current skills and what you would like to apply for. Transactional Role Plays in setting of job seeking.</p> <p>Cultural Capital – BAFA qualification.</p> <p>Careers related enrichment 2 Skills Tasks (Resourcefulness in the work place).</p> |
| | <p>Unit 5 (From Foundation) Discussing work experience.</p> | <p>At the end of the module to build on from the use of different tenses from the previous unit.</p> | <p>Using the Perfect and Imperfect tenses (revisit) together to describe work experience. Speaking skills Q and A. Careers related enrichment 2 Skills Tasks (Adaptability in the work place).</p> |

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| 11 | <p>Module 8 Un oeil sur le monde Environment Theme International and global dimensions</p> | | |
| 11 | <p>Points de départ Talking about what is important to you and what worries you.</p> | <p>Sets the context for what follows in the module in terms of what matters to you, as everyone</p> | <p>Using impersonal opinions to say what matters to people and what worries them (<i>ce qui m'intéresse, ce qui me préoccupe</i>).</p> |

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| | <p>Unit 1 Discussing problems facing the world. PSHE (SMSC Moral).</p> <p>Unit 2 Talking about protecting the environment. PSHE (SMSC Moral).</p> <p>Unit 3 Discussing ethical shopping. PSHE (SMSC Moral).</p> <p>Unit 4 Talking about volunteering. PSHE (SMSC Moral).</p> <p>Unit 5 Discussing big events, such as sporting or music events. PSHE (SMSC Moral).</p> | <p>should care about the environment.</p> <p>Introduction of vocabulary for the module.</p> <p>Builds on and develops answers from work in Unit 1 discussing what to do to help world problems.</p> <p>Continues work discussing global issues.</p> <p>Enhances and develops work done in Module 4 (<i>Est-ce que tu as participé as un project local?</i>) Allows pupils to discuss how they help in other ways not just environmentally.</p> <p>At end of module as not specifically linked to other units.</p> | <p>Using 'le droit de + infinitive' (the right to). Comprehension skills. Speaking skills Q and A.</p> <p>Making connections between word types such as verbs with related <i>nous</i> (<i>polluter / la pollution</i>). Reading comprehension skills (making connections when faced with unfamiliar words).</p> <p>Using Modal verbs <i>pouvoir/devoir</i> in the conditional tense (revisit). Role play (Exam skills). Photo description (Exam skills). Translation English to French.</p> <p>Using the Passive voice (first teaching). Using phrases to make French sound more authentic in spoken and written work. Translation English to French.</p> <p>Using indirect object pronouns (first teaching). Translation English to French. 'Borrowing' language from reading texts and other contexts and then manipulating it.</p> <p>Giving arguments <i>for</i> and <i>against</i>. Using modal verbs (revisit).</p> |
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| | | | Translation English to French. Speaking skills – debating for and against points of view. Describing a photo (Exam skill). |
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KS4 Spanish

| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 10 | Module 1 Desconéctate! Holidays. Theme Local Area, Holiday and Travel. | | |
| 10 | <p>Punto de partida Revising key language linked to holidays and weather, such as opinions, places and transport.</p> <p>Unit 1 Saying what you do in Summer, developing responses with opinions, frequency phrases and weather phrases.</p> <p>Unit 2 Talking about holiday preferences, and learning using verbs of opinion to refer to different people.</p> | <p>Needed as revision and prior content and context setting before going on to describe holidays in more detail.</p> <p>Present tense as natural starting point for the holiday modules, then Preterite will follow as pupils develop responses in more detail.</p> <p>Opinions using <i>gustar</i> to say what you and others like doing, follow on from previous unit of saying what you and others do.</p> | <p>Introduction to the Present and Preterite tenses Opinions + infinitives. Weather using <i>hacer</i> (<i>hacer</i> – first teaching). Key question words.</p> <p>Present tense, all endings and key irregulars (first teaching). Reading comprehension skill. Cultural Capital – Latin America Summer camps. Speaking from memory.</p> <p>Present tense of verbs of opinion (<i>gustar, encantar, chiflar, molar, apasionar, flipar</i>) + infinitive (first teaching). Stem-changing verbs (first teaching) in the Present tense. Numeracy – recognising percentages in comprehension work.</p> |

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| | <p>Unit 3 Saying what you did on holiday using the Preterite and using different structures to give opinions.</p> <p>Unit 4 Saying where you stayed and talking about types of accommodation using the Imperfect tense.</p> <p>Unit 6 Learning to give an account of a holiday in the past, describing problems that occurred.</p> <p>Unit 5 Learning the language necessary for booking</p> | <p>Continuation of opinion work from previous unit. Preterite tense follows on from Present tense work of previous two modules.</p> <p>Natural continuation from saying where you went and what you did.</p> <p>Bringing together all elements of the module and problems is final part of this.</p> <p>Natural ending for the module as the content is</p> | <p>Preterite tense with all endings and key irregulars, including verbs of opinion <i>gustar</i> (first teaching). Role-play skills. Writing at length from memory. Cultural Capital – Barcelona focus.</p> <p>Imperfect tense (first teaching) and how this differs from the Preterite. Understanding that the Imperfect is used for more permanent things in the past such as accommodation. Using the Preterite and Imperfect together. Key question words. Speaking skills. Writing skills.</p> <p>Identifying positive and negative opinions. Saying what went wrong. Using three tenses together (Present, Preterite and Imperfect, first teaching). Translation into Spanish. Writing from memory in three tenses.</p> <p>Using verbs with the formal <i>usted</i> (first teaching).</p> |
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| | accommodation and dealing with problems. | separate to describing holidays. | <p>Using questions to form answers. Role-play and transactional language for speaking skills. Comprehension work.</p> <p>Careers related enrichment Booking accommodation. Dealing with problems. Requesting information with key question forms. Link to travel and hospitality. Link to service industry. Transactional encounters in the target language. Opportunity to explore working abroad in the Hospitality business or in hotels. KS4 trip to Barcelona as practice. Explore different tourism companies and how to access jobs in their sector.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 10 | <u>Module 2</u> Mi vida en el insti. School life. <u>Theme</u> School. | | |
| 10 | Puntos de partida 1 and 2 | Needed as revision and prior content and | Present tense (revisit). |

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| | <p>Revising key language linked to school subjects, school facilities and uniform, as well as the school day.</p> <p>Unit 1 Learning to talk about school subjects and teachers.</p> <p>Unit 2 Learning to describe your school in more detail.</p> <p>Unit 5 Talking about extracurricular activities and achievements.</p> | <p>context for Units 1 and 2 setting before going on to describe school in more detail.</p> <p>Follows on from and builds on work on Present tense covered in Module 1 as well as what was covered in the Puntos de partida for this module. Describing subjects as natural starting point in the unit work on school, prior to developing opinions in more detail later in module.</p> <p>Also builds on work from the Puntos de partida, preceding clubs and extracurricular activities, as a link between what people do and where.</p> <p>Follows from previous unit of work.</p> | <p>Verbs of opinion (revisit). The superlative linked to school facilities. Adjectival endings for colours linked to objects (first teaching). Saying 'on a' particular day of the week. Comprehension work. Cultural Capital – Spanish school system. School uniform in Chile and other Spanish speaking places.</p> <p>Using comparatives (first teaching) and superlatives (revisit superlatives). Justifying opinions using a range of language (revisit). Speaking and writing skills. Comprehension work. Cultural Capital – Spanish secondary school system (ESO).</p> <p>Using negatives to say what a school doesn't have. Comparing Primary and Secondary school using the Imperfect tense (revisit).</p> <p>Saying how long you have been doing something using <i>desde hace</i> (first teaching).</p> |
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| | <p>Unit 3 Talking about school rules and problems in the school environment.</p> <p>Unit 4 Talking about plans for a school exchange.</p> | <p>More complex comprehension work is tackled in this unit so it needs to be moved to nearer the end of the module so that more content has been covered to help pupils. Natural that rules and regulations follows general information about school life.</p> <p>Planning a future school exchange comes at the end of module as it's a new tense and future plans.</p> | <p>Using the correct object pronouns to develop opinions about activities in order to avoid repetition (<i>lo/la/los/las</i>). Translation into Spanish. Recognising time expressions in comprehension work.</p> <p>Using verbs with an infinitive to say what you are and aren't allowed to do. Speaking skills – learning to speak more expressively using exclamations. Tackling more complicated comprehension work.</p> <p>The Near Future tense (first teaching). Speaking skills - asking and answering questions. Time frames and markers. Cultural Capital – Zaragoza.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 10 | Module 3 Mi gente. My people Theme Identity and culture. | | |
| 10 | Puntos de partida 1 and 2 | Needed as revision and prior content for the rest | Present tense (revisit). |

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| | <p>Revising key language linked to describing socialising, family members, what family members look like and what their personality is like.</p> <p>Unit 4 Describing people in terms of extra physical details as well as personality.</p> <p>Unit 5 Talking about relationships with friends and family. PSHE (Respectful Relationships, Friendships).</p> <p>Unit 1 Talking about social networks and preferences. PSHE (Internet Safety).</p> | <p>of the module where people, hobbies and social life will be discussed in more detail.</p> <p>Naturally continuation from the two revision units, developing the language that has been previously recapped. Needed prior to Unit 5 where people justify their relationships with friends and family.</p> <p>Natural continuation of previous revision units and unit 1, as people link why they get on with people or not to what people are like.</p> <p>First part of module that actually refers to what people do in their spare time to socialise. Underpins the next two units which are also about free time activities.</p> | <p>Possessive adjectives. Stem-changing verbs <i>poder/querer</i>, (Revisit). Adjectival endings and agreements (revisit). Comparatives (revisit). Agreeing and disagreeing in spoken and written work (revisit). Comprehension skills.</p> <p>Using <i>ser</i> and <i>estar</i> (first teaching). Listening for negatives (revisit). Literacy work – using similes. Comprehension skills. Describing an image (first formal teaching).</p> <p>Reflexive verbs (first teaching). Referring to the Present and Past together. The personal ‘a.’ Using a wide variety of adjectives and adverbs to increase the interest of spoken and written work. Comprehension skills.</p> <p>Using <i>para</i> + infinitives. Extending responses by referring to others. Justifying opinions using adjectives. Comparisons.</p> |
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| | <p>Unit 3 Talking about reading preferences using a range of connectives and opinions.</p> <p>Unit 2 Learning the language necessary for making arrangements to go out.</p> | <p>Follows on from previous unit about free time activities.</p> <p>Brings together other units of the module.</p> | <p>Speaking and writing skills. Comprehension skills.</p> <p>Using a range of connectives. Recognising similar ideas expressed differently. Adverbs of frequency used to extend responses about reading habits. Comprehension skills. Cultural Capital – Famous Spanish authors, with a focus of <i>Cervantes</i>.</p> <p>The Present Continuous tense (first teaching). Improvising dialogues. Speaking skills. Comprehension skills. Cultural Capital – Salamanca.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 10 | <p>Module 4 Intereses e influencias. Interests and influences. Theme Identity and culture.</p> | | |
| 10 | <p>Puntos de partida 1 and 2 Revising key language linked to describing free-time activities, TV programmes and films.</p> | <p>Needed as revision and prior content for the rest of the module where free time will be discussed in more detail.</p> | <p>Present tense (revisit). Stem-changing verbs (revisit). Using adjectives of nationality – adjectival agreements (revisit).</p> |

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| | <p>Unit 2 Learning to talk about sports using <i>jugar</i> (to play) and <i>hacer</i> (to do).</p> <p>Unit 1 Learning to talk about which hobbies you usually do and why.</p> <p>Unit 5 Learning to talk about role models and who inspires you. Learning to make reference to important dates in people's lives. BAME focus – Rita Bosaho (first black member of Spanish parliament).</p> | <p>Naturally follows the content about sports in Punto de partida 1, building on saying what people do in their free time and developing the content further.</p> <p>Present tense and what people usually do, continues the work from the previous unit linked to free time.</p> <p>Continues on from the previous units allowing pupils to make reference to specific people from their social life, social media, sport or TV.</p> | <p>Recognising cognates. Definite articles. Speaking and writing skills. Cultural Capital – Pádel sport and los Premios Goya.</p> <p>Stem changing verb <i>jugar</i> (revisit). Using the Imperfect tense to say what people used to do (first teaching). Comparison between the past and present, using two tenses together (revisit). Using <i>ya no</i> to say no longer. Frequency phrases (revisit). Comprehension skills.</p> <p>Using <i>soler</i> + infinitive, another stem changing verb (revisit) to say 'I usually.' Using direct object pronouns to avoid repetition. Cognates (revisit) and inference skills linked to comprehension work.</p> <p>Recognising and using different past tenses together in spoken and written work (Imperfect and Preterite). Introduction to the Perfect tense.</p> |
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| | <p>Unit 4 Discussing different types of entertainment and opinions of these.</p> <p>Unit 3 Talking about what's trending, using words that have more than one meaning.</p> | <p>Developing opinions of activities referred to in Units 1, 2 and 5.</p> <p>Allows full teaching of the Perfect tense as seen for the first time in the previous unit.</p> | <p>Referring to a particular year in Spanish. Speaking skills).</p> <p>Useful adjectives such as <i>some, other, too many, certain many</i> and <i>all</i>, as well as the agreements of these linked to the nouns they describe (first teaching of the words but revisit adjectival agreements). Asking what's on TV or at the cinema using <i>poner</i>. The Near Future tense (revisit).</p> <p>Using the Perfect tense to say what you have done (first full teaching), including key irregulars. Recognising and using words with more than meaning. Using <i>acabar de + infinitive</i> to say what you have just done. Comprehension skills. Using <i>ya</i> and <i>todavía</i>. Speaking skills.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 11 | <p><u>Module 5</u> Ciudades. Cities and where people live. <u>Theme</u> Local Area, Holiday and Travel.</p> | | |

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| <p>11</p> | <p>Puntos de partida 1 and 2 Revising key language linked to places in town, directions, shops and buying souvenirs.</p> <p>Unit 1 Learning to describe the features of a region.</p> <p>Unit 4 Learning to talk about the problems in a town.</p> <p>Unit 3 Learning to describe the shops there are in your town and city, as well as your shopping preferences. Learning how to take part in dialogues in shops.</p> | <p>Needed as revision and prior content for the rest of the module where towns and cities will be discussed in more detail.</p> <p>Describing features of a region or city is the starting point of the module and underpins work on pros and cons of city living, as well as shopping habits, which follow.</p> <p>Natural follow on from Unit 1 and allows language in Unit 1 to be developed further.</p> <p>Builds on language of previous units.</p> | <p>Present tense (revisit). Using <i>hay</i> and negatives. Opinions and justifications. Polite form of address <i>usted</i>. Transactional language linked to shopping. Cultural Capital – Understanding Euros.</p> <p>Using <i>se puede</i> and <i>se pueden</i> + infinitive to describe what there is to do. Speaking and writing from memory. Asking and answering questions for role-plays. Comprehension work. Cultural Capital – Córdoba.</p> <p>The Conditional tense (revisit). Using synonyms and antonyms. Using <i>tan</i> and <i>tanto</i> to add more depth to what is being said and in replacement of <i>mucho</i>. The Perfect Tense (revisit). Using a variety of tenses together.</p> <p>Using demonstrative adjectives (first teaching). Explaining and justifying preferences.</p> |
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| | <p>Unit 5 Describing a visit in the Past tense to Arequipa.</p> | <p>Progression to the Past tense follows the first three units in the Present tense.</p> | <p>Speaking skills to explain problems with items bought and the language needed to explain these and ask for solutions. Understanding other people's preferences.</p> <p>The Preterite tense and Imperfect tense (revisit). Using tenses together. Using reflexive verbs <i>quedarse</i> to say where you stayed (revisit). Translation into Spanish. Asking and answering questions in the Preterite tense. Cultural Capital – Peru and similarities / differences between the Spanish spoken there and in Spain, with a focus on the city of Arequipa.</p> |
| | <p>Unit 2 Learning to say what you are going to do in the Future tense, linked to weather phrases.</p> | <p>Future tense follows from Preterite in previous Unit. Pupils have said what they have done and what they will do.</p> | <p>Using 'if' clauses to discuss plans, <i>si</i> + Present + Future. Future tense (revisit). Comprehension work. Writing skills to produce a blog about your plans and how these depend on the weather. Understanding other people's plans. Cultural Capital – The city of Cartagena in Columbia.</p> |

| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 11 | Module 6 Des costumbre. Customs. Theme Identity and Culture. | | |
| 11 | Puntos de partida 1 and 2 Revising key language linked to describing meal times and daily routine. Revising language linked to illness and injury, as well as solutions. Unit 1 Learning to talk about typical foods linked to different countries and occasions. | Needed as revision and prior content for the rest of the module where food, customs, traditions and celebrations will be discussed in more detail. Follows on from the recap of foods in Punto de Partida 1. Natural starting point in terms of the module as it refers to Present tense. Underpins Unit 4 which follows. | Present tense (revisit) linked to verbs used to describe eating. Using <i>soler</i> to say what you usually do (revisit). Using the Present tense of Reflexive verbs to describe daily routine (revisit). Using sequencers and connectives to develop and extend responses. Using the verb <i>estar</i> for illness. Using <i>desde</i> have to say how long you've been doing something. Using the verb <i>doler</i> (stem changing) to say what hurts (first teaching). Pronunciations of key sounds (<i>j/h/l</i>). Cultural Capital – La Tomatina. Using the Passive voice with <i>ser</i> . Recognising quantities. Recognising whether something has increased, decreased or stayed the same. |

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| | <p>Unit 4 Learning how to order in a restaurant.</p> <p>Unit 2 Learning how to describe Spanish festivals, using language to say when it is celebrated and what happens.</p> <p>Unit 5 Learning how to talk about musical preferences and a music festival.</p> | <p>Follows on from Unit 1 as the focus turns to Spain from the wider Spanish speaking world.</p> <p>Builds on the work covered about food and links it to the festivals in question. Using the reflexive <i>se</i> underpins what follows in subsequent units.</p> <p>Continues on from work in the previous unit about other Spanish festivals.</p> | <p>Speaking and writing from memory. Comprehension skills. Cultural Capital – The food of Guatemala and Cuba.</p> <p>Using absolute superlatives to say <i>really</i> and <i>extremely</i>. Using key irregular verbs in the Preterite tense for completed actions (revisit). Describing a recent visit to a restaurant in the spoken and written form. Comprehension work. Cultural Capital – Typically Spanish foods, dishes and menus.</p> <p>Using the reflexive pronoun <i>se</i> to describe what happens in a festival using the third person singular and plural of the verbs in the Present tense (revisit). Using question words to interview someone about a festival. Listening comprehension skills. Cultural Capital – Exploring rare and typically Spanish festivals.</p> <p>Using expressions followed by the infinitive.</p> |
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| | <p>Unit 3 Learning how to describe a special day / occasion, such as Christmas or Easter.</p> | <p>Follows from previous units where the reflexive se has been used to describe what happens in the Present tense in Unit 2, but now makes it the Preterite. It is more natural to develop confidence with the present first before the Preterite.</p> | <p>Present tense activities, opinions and justifications (revisit). Adding interest when narrating a story, either in the spoken or written form, by talking about something which went wrong . Reading comprehension. Cultural Capital – Festival Internacional de Benacassim.</p> <p>Recap of the reflexive pronoun se to describe what has happened in the Preterite tense (revisit). Inferring meaning in literary texts. Translation into Spanish. Reading comprehension. Speaking and writing skills. Cultural Capital – Author Alejandro Palomas.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 11 | <p>Module 7 A currar. Work. Theme Future aspirations, study and work.</p> | | <p>Careers related enrichment – All topic areas linked to the world of work. All skills of listening, speaking, reading and writing, as well as translation,</p> |

| | | | interpretation and reflection linked to Work Experience. Links to work related vocabulary, in Spanish. |
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| 11 | Punto de partida Revising key language linked to jobs and the assets required for certain jobs, as well as preferences about different types of work. | Needed as revision and prior content for the rest of the module where jobs and work will be discussed in more detail. | Masculine and feminine nouns (revisit). Present tense of verb <i>trabajar</i> and other key verbs linked to work activities (revisit). Opinions and justifications using <i>gustar</i> (revisit). Conditional tense <i>me gustaría</i> (revisit). Speaking skills. Translation skills. Careers related enrichment Topic areas are all linked to the world of work. All skills of listening, speaking, reading and writing, as well as translation, interpretation and reflection linked to Work Experience. Links to work related vocabulary, in Spanish. Opportunity to consider job application processes. Explore opportunities to consult with people who have applied for jobs abroad or who have worked abroad. |

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| | <p>Unit 1 Learning to say how you earn money.</p> <p>Unit 3 Talking about the importance of learning languages linked to the area of work.</p> <p>Unit 2 Talking about work experience.</p> | <p>Underpins language and content of the rest of the module.</p> <p>Natural link to previous unit by building on saying which skills are necessary for certain jobs.</p> <p>Natural continuation of topic area, builds on</p> | <p>Careers advice from school Career's officer.</p> <p>Using <i>soler</i> to say what you usually do (revisit) and changing to the Imperfect to say what someone used to do (revisit). Present tense (revisit). Using <i>Tengo que + infinitive</i> to say what you have to do. Reading comprehension. Speaking skills. Careers related enrichment 2 Skills Tasks (Communication in the work place in a foreign language).</p> <p>The Present tense (revisit). The Present Continuous to say what someone is doing in a photo (first teaching). Describing a photo (revisit). Using <i>saber</i> and <i>conocer</i> (both mean 'to know'). Speaking skills. Translation skills. Careers related enrichment 2 Skills Tasks (Independence in the work place).</p> <p>Using the Preterite and Imperfect</p> |
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| | <p>Unit 4 Learning how to apply for a Summer job.</p> <p>Unit 5 Learning the language necessary to discuss gap year activities and what people would like to do. Learning about transport and train journeys.</p> | <p>previous units and develops by moving on from the present to the past.</p> <p>Builds on previous content from the topic area in the Present tense, prior to the two final units which will be in the Future tense.</p> <p>Moves in to the Future after the content of the previous units were in the Present and Past.</p> | <p>together to talk about your work experience (revisit). Adding variety to spoken and written with alternatives to y to mean <i>and</i>. Reading comprehension. Speaking and writing from memory.</p> <p>Careers related enrichment 2 Skills Tasks (Critical Thinking in the work place).</p> <p>Using indirect object pronouns in formal language. Writing a formal letter and the appropriate conventions. Justifying why you are suitable for a particular job.</p> <p>Careers related enrichment 2 Skills Tasks (Resourcefulness in the work place)</p> <p>The Conditional tense to say what you would like to (revisit). The Imperfect subjunctive to express desires based on 'if' clauses. Recognising and using the 24 hour clock. Speaking skills, transactional language.</p> <p>Careers related enrichment 2</p> |
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| | <p>Unit 6 Learning the language necessary to discuss future plans.</p> | <p>Natural ending for the module; discussing plans for the future, not only in terms of work but also with regards to other aspirations, such as marriage and family.</p> | <p>Skills Tasks (Adaptability in the work place).</p> <p>Drawing on language already known to express future plans in different ways, for example, saying '<i>I hope to, I'm thinking of.</i>'</p> <p>Using <i>quizás</i> and <i>tal vez</i> to mean 'perhaps' if plans are not certain.</p> <p>Using <i>Cuando</i> + Present subjunctive if plans are uncertain.</p> <p>Reading comprehension.</p> <p>Developing opinions and justifications.</p> <p>Cultural Capital – Marriage rates and figures in Spain.</p> |
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| Year | What content (units)? | Why this content now? Why this order? | What are the key skills practised? |
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| 11 | <p>Module 8 Hacia un mundo mejor. The Environment. Theme International and global dimension.</p> | | |
| 11 | <p>Puntos de partida 1 and 2 Revising key language linked to housing, local area, habits to help the environment, food and healthy eating. PSHE (Healthy Eating).</p> | <p>Needed as revision and prior content for the rest of the module where local and global issues, as well as lifestyles will be discussed in more detail.</p> | <p>Present tense (revisit) and use of <i>estar</i> for location.</p> <p>Using <i>para + infinitive</i> to talk about helping the environment.</p> <p>Using <i>se debería + infinitive</i> to say what we should do to help the environment.</p> |

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| | <p>Unit 1 Knowing the necessary language to discuss global issues. PSHE (SMSC Moral).</p> <p>Unit 2 Learning to say what actions can be take locally to overcome environmental issues. PSHE (SMSC Moral).</p> <p>Unit 5 Talking about natural disasters and possible means of helping those affected.</p> | <p>Starting point for the main content of the module as language is in the Present tense. Needed to underpin the following unit where pupils learn to say what they would do to solve issues.</p> <p>Continues the work completed in the previous module by moving on from what the problem is, to how it can be solved.</p> <p>Builds on the work in the previous units by changing tense linked to the environment.</p> | <p>Translation into Spanish. Reading comprehension. Using <i>soler</i> to talk about eating habits. Comparing current and future habits. Cultural Capital – Cave dwellings in Granada.</p> <p>Using the Present subjunctive (revisit). Listening for high numbers. Writing and speaking skills. Comprehension work.</p> <p>Using the subjunctive to give commands (first teaching). Using 'se' to avoid the passive voice. Using <i>se debería</i> and <i>hay que</i> to say what should and must be done. More complicate dreading comprehension with questions in the target language (preparation for Higher reading). Writing from memory. Speaking presentation.</p> <p>The Imperfect continuous to say what was happening or people were doing</p> |
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| | <p>PSHE (SMSC Moral).</p> <p>Unit 3 Discussing healthy lifestyles in detail. PSHE x2 Objectives (Physical Health and Fitness, Drugs, Alcohol and Tobacco).</p> <p>Unit 4 Learning to talk about sporting events in detail and why they are important.</p> | <p>Moves away from the environment in previous units to more personal ideas linked to lifestyle. Underpins language which follows in Unit 4.</p> <p>Builds on work from Unit 3.</p> | <p>when something happened (first teaching). Using grammar knowledge in translation from Spanish to English. Comprehension skills.</p> <p>Recognising and understanding different tense in listening and reading comprehension work. Giving extended reasons. Using three tenses together.</p> <p>Using the Pluperfect tense (revisit) to talk about past actions that happened earlier than another action. Explaining points of view in spoken and written work by rephrasing, for example using <i>en otras palabras</i> or <i>o sea</i> to mean 'in other words.'</p> <p>Comparing ideas and talking about advantaged and disadvantages of sporting events. Comprehension skills.</p> |
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BAME References MFL

French

In Year 9 French Module 2, Unit 4 – pupils look at the profile of French Inventor *Bertin Nahum*, he invented surgical robots.

Other notable French BAME links are also made across the curriculum in relevant topic areas, such as:

- **Serena Williams** – American sports star (speaks French).
- Williams once discussed how she become fluent in French in her teens. “One of the reasons I learned French was I wanted to win the French Open, and I wanted to speak French when I won,” she says. “The second was because in most African countries, the main language outside of their local language is French or English. So I figured: I know English, maybe I can learn French.” In addition to French, she also speaks Italian.
- Williams has been teaching her daughter French, whom she welcomed in September 2017, since she was an infant.
- **Will Smith** – American actor (speaks Spanish).
Will Smith has a basic grasp of Spanish language, but he admits he's not fluent.

• **Year 9 French Careers: Why Languages? Module 2.**

- **Medhy Metella** – French free style swimmer.
Mehdy Metella is a French freestyle and butterfly swimmer. He was part of the freestyle and medley 4x100 m teams that won a gold and a silver medal at the 2014 European Aquatics Championships and gold and bronze at the 2015 World Championship.
- **Marie José Pérec** - Retired French athlete.
Marie-José Pérec is a retired French track and field sprinter who specialised in the 200 and 400 metres and is a three-time Olympic gold medallist
- **Marie Tabarly French** – sailor and navigator.
French sailor adventurer and daughter of the french sailing legend Eric Tabarly.

• **Year 7 French Module 3: Francophone sports.**

- **Ladj Ly** - film director and screen writer.
Ladj Ly is a French film director and screenwriter. He won a Jury Prize in Cannes Film Festival for *Les Misérables* in 2019.

• **Year 8 French Module 3: TV and Film.**

- **Aya Nakamura** - African Singer.

Aya Coco Danioko, known by her stage name Aya Nakamura, is a French-Malian pop singer, born in Bamako and immigrated to France with her family, growing up in Aulnay-sous-Bois. Coming from a family of griots, she is the oldest of five siblings.

- **Stromae** – musician.

Paul Van Haver, better known by his stage name Stromae, is a Belgian musician, rapper, singer and songwriter. He is mostly known for his works in the genre of the hip hop and electronic music.

- **Year 9 French Module 3: Music.**
- **All of these people can also be linked to Year 10 Module 1, Unit 6, in *People I admire*.**

Spanish

In Spanish, we will look at:

- **Shakira** – Colombian musician.

Shakira Isabel Mebarak Ripoll, known mononymously as Shakira, is a Colombian singer and songwriter. Born and raised in Barranquilla, Shakira has been referred to as the "Queen of Latin Music" and is noted for her versatility in music. She made her recording debut under Sony Music Colombia at the age of 13.

- **Richard Camacho** – Spanish singer.

Richard Yashel Camacho Puello was born on January 22, 1997, in New York City and grew up in the Dominican Republic.

- **Year 9 Spanish Module 2: Spanish musicians.**
- **Also refer to Will.I.Am's album *Translation*, all in Spanish.**

- **Berta Vázquez** – Spanish actor.

Birtukan Tibebe, better known as Berta Vázquez, is a Ukrainian-Spanish actress, model, and singer. Her career began in dance, and later transitioned to acting.

- **Year 9 Spanish Module 2: Spanish actors.**

- **Rita Bosaho** – first black member of Spanish parliament.

Rita Gertrudis Bosaho Gori is an Equatorial Guinean-Spanish politician and activist member of Podemos, serving as Director-General for Equality of Treatment and Ethnic-racial Diversity in the Spanish Ministry of Equality since 2020. She was a member of the 11th and 12th terms of the Congress of Deputies.

- **Year 10 Spanish Module 4, Unit 5: Role models.**

We will also link these people to our topic areas of sport, fashion, music and culture.