

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. Our 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.

The study of a language in our school also offers pupils the opportunity to consider the wider French and Spanish speaking parts of the world, with cultural capital woven in to units of work, as well as meaningful examples of significant ethnic French and Spanish speakers, associations with PSHE, BAME, Careers and the inclusion of authentic material, poems, songs, cultural quizzes and videos. The cultural content maximises the relevance of language learning, thus fostering a stronger sense of social mobility as well as contextualising learning, creating open minded and considerate young people, ready for the modern world.

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 Schemes of Work develop. 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, Future, Imperfect and Conditional, 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 as well as take part in discussion about wider issues, some of which are personal to them and others which are increasingly contemporary in context, whilst using accurate grammar, spelling, punctuation and pronunciation.

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 simply when listening to their class teacher or 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 as well as phonics in End of Module Assessments.

Phonics are essential to decoding language and to reading, and the Curriculum Area adopts a formal approach to the teaching of phonics across Key stage 3 French and Spanish, mapping where a bank of key phonological sounds set out by the *National Centre for Language Pedagogy*, are directly linked to the Schemes of Work, with the aim of aiding pronunciation and how pupils access written material, which is essential for the demands of the reformed GCSE, as it includes a Read Aloud task in the Speaking examination. The Curriculum Area uses resources that set out an explicit teaching of phonological sounds, requiring pupils to develop the skills needed to decode sound-symbol correspondences, encouraging clearer and more reliable pronunciation between sounds and spellings. These phonological sounds are taught and reviewed, providing consolidation over time, and a low stakes assessment linked to each module of work encourages pupils to invest in the importance of the learning.

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, but has been streamlined to account for the reduced teaching time allocated to Spanish, the Year 8 start, as well as the need to ensure the same depth and breadth of grammatical knowledge and phonics. At KS4 pupils extend and build on what they have learned in KS3, broadening 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 higher version of the two books available. The Curriculum Area selected the KS3 and KS4 schemes due to the progression of language and grammar set out, 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 6.

A Curriculum which is ambitious for all

All pupils study a broad, ambitious and inclusive curriculum. Planning of Schemes of Work, as well as 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 version, 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. Quality first teaching, effective questioning, deliberate practice, retrieval, metacognition and generative learning permeate all aspects of our work.

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 advice about 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, Crêpe making competitions, as well as other linguistic opportunities and competitions scheduled in and linked to the French and Spanish calendars. 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, 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 curriculum mapping, as well as how these are built on and revisited in a logical and systematic progression throughout the subsequent learning journey. Each Module has a double page recap, which introduces language from primary level or language learned in previous modules, and 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. There is a shared understanding between staff about why the order of teaching is the way it is, leading to excellent provision and the fortnightly discussion of Intent maintains both interest and understanding. Class teachers exploit the cultural capital of each unit of work, which is set out in the curriculum overviews.

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, and learning phonics. 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, with planned retrieval activities a further example of consolidation.

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 grammar, vocabulary and skills to different topic areas, increasing their fluency as a result. Class teachers reactivate prior knowledge before introducing new information to provide a framework for learning and the Curriculum Area Intent explicitly sets out the first teaching of vocabulary and key grammatical points, as well as how these are interleaved in other modules throughout each key stage, leading to the embedding of learning and opportunities to apply existing knowledge in new contexts.

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. The cultural capital of all units of work however are set out in the Intent and teaching resources, which staff exploit in order to maximise the relevance of what is being studied. 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 gauge the progress pupils are making against the four skill areas of Listening, Speaking, Reading and Writing, as well as against the targets the Curriculum Area sets for pupils each year. Outcomes allow any gaps in attainment to be identified, comparisons between pupils as well as key groups of learners made, with focus groups and underachievers highlighted as well as 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. This is consistent across the Curriculum Area. Assessments in place across the Curriculum Area at KS3 and KS4 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 formatively through questioning, deliberate practice and retrieval, making 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, and there is a fortnightly teaching and learning discussion point. 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 are aware of the expected level. 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 subject specific 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.

Point 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, All Test A and Test B.

Module 2: En classe

This module continues to introduce key irregular verbs with firstly *faire*, 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.

Point 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*.

Half-Term and Set changes.

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

Year 7 French	Module 2, Unit 4 (C'est comment un collège français) Describing school life in France and what it's like to be a pupil in a French school.	Links to education and what it would be like to study and work abroad.	Opportunity to explore French and foreign schools on line, as well as the qualifications needed for an experience abroad. https://www.thelanguagehouse.net/	Link to members of MFL team or someone locally who has spent time working abroad and their experience. Look for relevant jobs available online and how to apply for these (TEFL).
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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, college, lycée*).

Vocabulary – *le collège*.

Module 2 Assessment of skills: Speaking Test A1 and Photo and Phonics Module 1 and 2.

Writing focus (All Test A and B).

***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 – Serena Williams (tennis player), Medhy Metella (swimmer), Marie José Percé (retired athlete) and Marie Tabarly French (sailor and navigator).

Point 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 *g* 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*.

PSHE – Physical fitness and health.

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*.

PSHE – Mental well-being.

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*.

Phonics Module 3 Assessment only.

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.

Point 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.*

PSHE – Families.

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: Listening and Reading, All Test A and B.

Phonics Module 4 Assessment.

Module 5: En ville

This final module introduces another key irregular verb *aller*, meaning that throughout Year 7 pupils have encountered the four key irregular French verbs of *avoir, être, faire* and *aller*. *Aller* is needed here to describe where people go, and is necessary to introduce 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.

Point 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 départ 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

Module 5, Unit 3 (En ville) Ordering drinks and snacks in a café.	Link to travel and hospitality. Link to service industry. Transactional encounters in the target language.	Opportunity to explore French cafés and restaurants online. Possible opportunity to practise in class using French food. Opportunity to practise in Normandy, Summer term Year 8.	Look for relevant jobs available online and how to apply for these, as well as skills required (TUI recruitment). Link to local restaurants or people locally who are in the travel industry.
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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.

Point 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

Year 8 French	Module 1, Unit 3 (Tu es allé où en vacances) Transport and travel.	Link to different Airlines, Ferry companies, airports and national travel companies.	Opportunity to explore working for a transport or travel company, as well as in an airport. Discuss job opportunities in our own country and abroad linked to transport and travel.	Link to Airlines, Ferry companies, airports and travel companies. Manchester airport recruitment. TUI recruitment.
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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 (Pacific).

Vocabulary – *la plongée, dauphin.*

Module 1 Assessment of skills: Listening all Test A and B, and D2.

Reading all Test A and B, D1 and D2.

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.

Point 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).

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 Test A1 and Photo E. Phonics Module 1 and 2 Assessment.

Writing all Test A and D.

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).

Point 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*.

PSHE – Internet safety and harms.

PSHE – Online and media.

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*.

PSHE – Mental well-being.

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*.

Phonics Module 3 Assessment only.

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.

Point 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: Listening and Reading, all Test A and B.

Phonics Module 4 Assessment only.

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.

Point 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*.

PSHE – Physical fitness and health.

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

Module 5, Unit 5 (Allez les champions) Interviewing a sports person.	Interviewing skills. Q and A based encounters in the target language with a French sports person.	Opportunity to practise interviewing skills.	Links to local foreign sports people or anyone that works for a local newspaper. Practise Q and A based on somebody they have researched.
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No Assessment for Module 5.

In Dynamo 3 French, pupils study:

Module 1: Mon monde à moi

This module revisits key grammatical concepts that pupils need for mastery at the end of KS3, such as the combination of two tenses simultaneously, the Past and Future tenses, which is optimal for this year group throughout Year 9, preparing them for possible future study at KS4. 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 to describe images (GCSE skills preparation), including language of speculation (first teaching).

Cultural capital – N/A.

Vocabulary – *sympa*.

PSHE – Respectful relationships, including friends.

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 all Test A and B, D3 and E3.

Reading all Test A, B1, B2, C1 and D4.

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

Module 2, Unit 2 **(Qu'est-ce que tu feras à l'avenir?)**

Talking about what you will do in the future.

Plans and aspirations linked to work as well as personal life.

Opportunity to think about Careers and future plans, linking this to the Options process.

Use of the University of East Anglia's resources entitled '*Is it just about language?*' which have real life information about career paths taken by linguists.

Discussions with members of the Curriculum Area about their career paths linked to languages.

Careers encounters with any local people of past pupils who have continued their study and work in MFL.

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 all Test A, RPB and Phonics Modules 1 and 2.
Writing Focus all A and C.

***Careers related enrichment – Knowledge Tasks (Year 9 only).**

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.

PSHE – An understanding of the importance of identifying and combatting discrimination.

Vocabulary – *refugié*.

Phonics Module 3 Assessment only.

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 – All units, 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 – Healthy eating.

PSHE – Health and prevention.

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 '*er*' 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 all Test A and B.

Reading all Test A and B1, B2.

Phonics Module 4 Assessment.

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

Module 5, Unit 3 (Réserver des excursions) Booking an excursion.	Understanding tourist information and how to make bookings.	Opportunity to consider working for a transport or travel company again. Discuss job opportunities in our own country and abroad linked to transport and travel.	Explore different tourism companies and how to access jobs in their sector. Link to Airlines, Ferry companies, airports and travel companies. Manchester airport recruitment. TUI recruitment.
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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.

Careers related enrichment

**End of Module 2
(Projets d'avenir)**

Discussing future plans as context for **Knowledge task** activities.

Opening a tearoom.
Two project-based lessons.

Pupils will apply the **Knowledge** they gain from language study to a workplace scenario of opening a tea room abroad.

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).

After Unit 5, Units 1, 2 and 3 from Module 4 have been moved to follow, as they are linked, due to being focused on family and physical appearances, which is relevant to personal information. The Module 4 units of work focus again 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*.

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*.

PSHE – Families.

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 – *serpiente*.

Module 4 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*).

PSHE – Families.

Module 4 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*.

PSHE – Families.

Module 4 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).

PSHE – Families.

Module 1 Assessment of skills: Listening and Reading all Tests A and B.

Module 2: Mi tiempo libre

This module introduces pupils to regular *ar* verb patterns, 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.

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 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*.

PSHE – Physical fitness and health.

Module 2 Assessment of skills: Speaking A1 and Photo B.

Phonics Module 1 and 2 Assessment.

Writing all test A and B.

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*.

Phonics Module 3 Assessment.

Module 4: Mi ciudad (Previously Module 5)

Half of Module 4 is covered in Module 1, and what remains is covered here, the content relating to where people live, which is followed by Module 5 units of work for describing towns and cities.

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.

Module 5 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*.

Module 4 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*.

Module 5 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*.

Module 5 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*.

Module 5 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

Module 5, Unit 3 (En la cafetería) Ordering drinks and snacks in a café.	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. Ensure pupils understand what hospitality means and involves.	Link to people who have worked abroad as holiday representatives or for travel companies, including members of the CA. Links to job opportunities in travel companies (TUI) and different job specifications.
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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*.

**Module 4 Assessment of Skills: Listening all Test A and B.
Reading all Test A, and B1, B3.
Phonics Module 5 Assessment.**

In Viva 2 Spanish, Year 9, pupils study:

Module 1: Mis vacaciones

This first module of Year 9 Spanish 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.

Pupils 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*.

Module 1 Assessment of skills: Listening all Tests A, B and C.

Reading Tests A1, A2, All of B, C1 and C3.

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*.

PSHE – Internet safety and harms.

PSHE – Online and media.

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.

Cultural Capital – Spanish names revisit.

Vocabulary – *los deberes*.

Module 2 Assessment of skills: Speaking Tests A1 and Photo B1.

Phonics Module 1 and 2 Assessment.

Writing all Tests A and B.

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*.

PSHE – Healthy eating.

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*.

Phonics Module 3 Assessment.

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*.

End of Module Assessment: Listening all Tests A and B, Reading all A and B1, B3.

Phonics Module 4 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

Module 5, Unit 4
(Campamentos de verano)

Summer camps.

Link to possible gap year activities.

Possibility to explore future extra-curricular / Gap Year opportunities for students.

Relevant websites explored.

Link to people who have completed a Gap Year.

Looking at companies online who support young people with Gap Years.

No Module 5 Assessment.

Overviews of key Intent themes

Overview - Year 7 French

Module 1

Unit 1: *Avoir* and siblings (first teaching).

Unit 2: Describing a photo linked to classroom (first teaching).

Unit 3: Regular *er verbs* *aimer*, *adorer* and *detester* (first teaching).

Unit 4: *Être* and adjectival agreement linked to describing personality (first teaching).

Unit 5: Opinion + infinitive, building on prior knowledge of *er verbs* from Unit 3.

Module 2

Unit 1: *Faire* and school subjects, likes and dislikes, recapping *er verbs* (from Module 1).

Unit 2: Uniform items and opinions, using *er verb porter* and building on adjectival agreements from Module 1, as well as revisiting opinion vocabulary from Module 1.

Unit 3: School day, transferring knowledge of *er verbs* to new infinitives (recap Module 1).

Unit 4: Using *il y a* and *c'est* from describing a photo in Module 1, but linking it to a school.

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

Module 3

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

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

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).

Unit 5: Forming and answering questions, recapping previous language and key verbs from prior modules, prior content for Year 8, talking about hobbies and interviewing people).

Module 4

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

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

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

Unit 4: Revisiting *nous* form of previously seen *er verbs* linked to Bastille Day.

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

Module 5

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

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

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

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

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

Overview - Year 8 French

Module 1

Unit 1: Perfect Tense with *avoir* and regular *er* verbs, linked to holidays (first teaching).

Unit 2: Perfect Tense with *avoir* key irregulars (first teaching, but *avoir* recap).

Unit 3: Perfect Tense with *être* linked to holidays (first teaching, but *être* recap).

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).

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

Module 2

Unit 1: 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.

Unit 2: 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).

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).

Unit 4: Using the Near Future Tense to talk about a future trip (recap of year 7 Module 5).
Using the Near Future Tense to ask questions about what someone else will do (preparation and prior content for KS4 role-play skills).

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 Year 8 Module 1 and previous unit in Module 2).

Module 3

Unit 1: Using Present Tense regular *er* verbs and irregular Present Tense verbs (recap from Year 7, all modules and Year 8 Modules 1 and 2) to talk about digital technology.

Frequency phrases (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).

Unit 2: Transactional language to arrange to go out to the cinema and to buy tickets (building on Module 2, prior content for KS4).

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

Take part in role plays (Preparation for KS4 speaking skills).

Unit 3: Regular and irregular Present tense verbs seen in Year 7 Module 4, as well as sequencing phrases in Year 8 Module 2.

Developing the use of negatives to say what you don't do.

Unit 4: Identifying regular and irregular he/she Perfect Tense verbs in reading extracts.

Unit 5: Using three tenses in spoken work.

Module 4

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

Unit 2: 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).

Unit 3: Daily routine with reflexive verbs (first teaching, preparation for KS4).

Unit 4: 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).

Unit 5: 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).

Module 5

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

Unit 2: Asking for and giving directions using the imperative (first teaching, prior content for KS4 Module 1).

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

Unit 4: 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).

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

Overview - Year 9 French

Module 1

Unit 1: Opinions about extracurricular activities and clubs, using key negatives in order to make comparisons.

Unit 2: Describing friends using *avoir* and *être* (re-teach), as well as 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 skill).

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).

Unit 4: 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).

Module 2

Unit 1: Modal verbs unit to say what you want to do in the future, using *vouloir*, developing responses to give detail about the plans other people.

Unit 2: Future aspirations, using the simple Future tense to say what you and others 'will' do (first teaching).

Unit 3: Continuing 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).

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).

Module 3

Unit 1: Imperfect tense (first teaching) to refer to longer ago and say what you used to be like, as prior content for the next two units of work, Modul 4 and Module 5.

Unit 2: Imperfect tense to describe what school used to be like, making comparisons between primary and secondary.

Unit 3: Imperfect tense to describe how musical tastes and habits have changed over years, making comparisons between the present and past.

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

Module 4

Unit 1: Present tense revisit to describe what you eat.
Complex negatives.

Unit 2: Using the superlative to talk about animals.

Unit 3: Using Present, Past and Imperfect to talk about what you and others do to reduce the use of plastic.

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.

Module 5

Unit 1: Conditional tense to say which Francophone countries you would like to visit.

Unit 2: Modal verbs (revisit) to say what you want to see and visit in Francophone countries.

Unit 3: 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).

Unit 4: Language to describe a Francophone location and your opinion of it, with superlative adjectives to add emphasis (revisit).

Unit 5: Present tense formal *vous* verbs to interview a young Francophone person.

Unit 8: Continuing the work 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.

Unit 6: 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).

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

Overview - Year 8 Spanish

Module 1 and Module 4 Combined

Unit 1: Pronunciations of new Spanish sounds and introductions.

Unit 2: Personality adjectives and the irregular verb *ser* (first teaching), masculine and feminine adjectives.

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

Negatives (first teaching).

Unit 3: Numbers, ages, siblings linked to the verb *tener* (first teaching).

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

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

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

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

Module 4

Unit 1: Family using *hay / no hay* (recap from Module 3: Unit 3).

Describing family members, names and ages using *tener* (recap from Modules 1-3).

Unit 2: Physical appearance using *tener* (recap from Modules 1-3).

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

Module 2

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

Justifications of opinions (first teaching).

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

Frequency words (first teaching).

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

Unit 3: Weather and seasons.

Unit 4: Sports with *hacer* and stem changing *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).

Module 3

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).

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).

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

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

Unit 4: Break time activities using regular Present Tense *ER* and *IR* verbs (first teaching).

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

Module 4 and Module 5 Combined

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

Module 5

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

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).

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).

Unit 4: Near Future tense (first teaching) using the verb *ir* + infinitive (recap from Unit 2 of this module).

Overview - Year 9 Spanish

Module 1

Unit 1: Preterite tense, irregular verb '*ir*' and all conjugations (first teaching of Preterite).

Unit 2: Preterite tense to talk about what pupils did on holiday with regular AR verbs in the / form, (first teaching of AR Preterite rules, but second reference to this tense, building on the work started in Unit 1).

Unit 3: Preterite tense to talk about what pupils did on holiday with regular ER and IR verbs in the / form, (first teaching of ER/IR Preterite rules, but third reference to this tense, building on the work started in Units 1 and 2).

Unit 4: 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).

Module 2

Unit 1: 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 as well as details about other people.

Unit 2: 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.

Unit 3: Opinions of TV programmes, using comparatives and justifications to develop.

Unit 4: 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.

Module 3

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

Unit 2: What you have for breakfast in the Present tense (revisit), using *desayunar*, 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.

Unit 3: Understanding menus and ordering meals in restaurants.

Unit 4: Using the near Future tense to say what you are going to buy/bring to a party (revisit from Viva 1 Unit 5).

Module 4

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

Unit 2: Making 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.

Unit 3: Discussing getting ready to go out, using regular reflexive verbs (first teaching) in the Present tense to talk about your routine.

Unit 4: Talking 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).

Module 5

Unit 1: Describing 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).

Unit 2: Describing 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).

Unit 3: Directions and understand the imperative form of commands when receiving and giving directions and instructions.

Unit 4: Describing Summer camps and using 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).

BAME References KS3: 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:

Francophone Sports. Year 7 Module 3.

1) Serena Williams – American sports star (speaks French).

- Williams once discussed how she became 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.

2) Medhy Metella – French free style swimmer.

- Mehdy Metella is a French freestyle and butterfly swimmer. He was part of the freestyle and medley 4×100 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.

3) 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.

4) Marie Tabarly French – sailor and navigator.

- French sailor adventurer and daughter of the French sailing legend Eric Tabarly.

Year 8 French Module 3: TV and Film.

5) 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 9 French Module 3: Music.

6) 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.

7) 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.

Spanish

Year 9 Spanish Module 2: Spanish musicians.

Also refer to Will.I.Am's album *Translation*, all in Spanish.

1) Shakira – Columbian musician.

Shakira Isabel Mebarak Ripoll, known 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.

2) 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 actors.

3) 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.

PSHE References KS3: MFL

HEALTH EDUCATION: PHYSICAL HEALTH AND MENTAL WELLBEING	MFL				
Mental Wellbeing	Year 7 French Module 3 Unit 4, Year 8 French Module 3 Unit 3				
Internet safety and harms	Year 8 French Module 3 Unit 1, Year 9 Spanish Module 2 Unit 1				
Physical health and fitness	Year 7 French Module 3 Unit 1, Year 8 French Module 5 Unit 1, Year 8 Spanish Module 2 Unit 4				
Healthy eating	Year 9 French Module 4 Unit 1, Year 8 Spanish Module 3 Unit 1				
Drugs, alcohol and tobacco	N/A				
Health and prevention	Year 9 French Module 4 Unit 1				
Basic first aid	N/A				
Changing adolescent body	N/A				
RELATIONSHIPS AND SEX EDUCATION [RSE]	MFL				
Families	Year 7 French Module 4 Unit 1, Year 8 Spanish Module 1 Unit 3, Year 8 Spanish Module 4 Units 1-3				
Respectful relationships, including friends	Year 9 French Module 1 Unit 2				
Online and media	Year 8 French Module 3 Unit 1, Year 9 Spanish Module 2 Unit 1				
Being safe	N/A				
Intimate and sexual relationships, including	N/A				
FUNDAMENTAL BRITISH VALUES [FBV]	MFL				
An understanding of how citizens can influence decision making through the democratic process;	N/A				
An appreciation that living under the rule of law protects individual citizens and is essential for their well being and	N/A				
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;	N/A				
An understanding that the freedom to choose and hold other faiths and beliefs is protected by law;	N/A				
An acceptance that other people having different faiths or beliefs to oneself [or having none] should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory	N/A				
An understanding of the importance of identifying and combatting discrimination.	Year 9 French Module 3 Unit 4				
Spiritual, Moral, Social, Cultural Development [SMSC]	MFL				
Spiritual	N/A				
Moral	Year 9 French Module 4 All units.				
Social	All aspects of language learning are social and collaborative in the classroom setting.				
Cultural	All Cultural Capital is evidenced per unit of work in Key Stage 3 and Key Stage 4 French and Spanish, as well as Enrichment opportunities evidenced in CASE file each month.				

KS3 Cultural Capital Overview:

French Cultural Capital, BAME and Curriculum Enrichment Opportunities

Year Group	Autumn Term	Spring Term	Summer Term
7	<p><u>Module 1</u> Point de départ – French celebrations and typically French names. Unit 1 – French footballer from the Ivory Coast reading comprehension (Other French speaking countries). Unit 2 – Differences between French and English classrooms. Facts about where French is spoken in the world. Unit 3 – Pronunciations linked to nasal sounds, which are common in many French words. Unit 4 – Pronunciations linked to nasal sounds, which are common in many French words. Unit 5 - Talking about <i>la rentrée scolaire</i> and what this means for French children and families.</p> <p><u>Module 2</u> Point de départ – How schools are named in France, how school timetables and menus look. Unit 1 – Types of subjects studied in French school.</p>	<p><u>Module 3</u> BAME focus - Medhy Metella (swimmer), Marie José Percec (retired athlete) and Marie Tabarly French (sailor and navigator). Cultural Capital – Francophone Sports. Point de départ – French speaking countries (<i>pays francophones</i>), and pronunciations linked to the letter <i>g</i>, which vary depending on the letters with go before or after it. Unit 1 – French sports, with a focus on <i>pétanque</i>. Unit 2 – Information about <i>colonies de vacances</i>. Unit 3 – Sports in the French Alps. Unit 4 – 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 French versions of You tube etc. Unit 5 – French celebrities.</p> <p><u>Module 4</u> Point de départ - Capital cities and flags of nine European countries, and how the plurals of nouns ending in <i>u</i> work in French.</p>	<p><u>Module 5</u> Point de départ - The attractions of the city of Paris, typically French café foods and drinks. Places that are French to visit, such as <i>chateaus</i>. Unit 1 – More about Paris tourist destinations (<i>le centre Pompidou, le Parc des Princes, le château de Versailles</i>). Unit 2 – Use of modal verbs and their frequency in arranging to go out. Unit 3 – French café menus. Unit 4 – More about Paris, with a focus on the Mona Lisa painting, and the boulevard Haussmann. Unit 5 – The French catacombs (videos on You tube, catacombs website).</p>

	<p>Similarities and differences compared with England.</p> <p>Unit 2 – Talk about the French not wearing school uniform.</p> <p>Unit 3 – Use of the 24-hour clock predominantly in France.</p> <p>Unit 4 – Differences between French and English menus.</p> <p>Unit 5 – Discussion of the types of French schools (<i>maternelle, école, college, lycée</i>).</p>	<p>Unit 1 – How word order differs in French and English.</p> <p>Unit 2 – Differences between housing in different French speaking countries, for example in Belgium and on the Ivory Coast.</p> <p>Unit 3 – Talking about typically French breakfast food and how these are made.</p> <p>Unit 4 – Learning about the tradition of Bastille Day in France.</p> <p>Unit 5 – Popular cartoons in France (Second reference), TV series called <i>Cédric</i> (watch on You tube with pupils).</p>	
8	<p>Module 1 Point de départ – Information about how the French school year is divided into five terms, and the length of school holidays they have.</p> <p>Unit 1 - Common French pronunciation of <i>ai</i> and <i>é</i>.</p> <p>Unit 2 – French theme parks, with a focus on <i>Parc Asterix</i>. Also talk about Asterix as a cartoon character (third teaching of French cartoon related information).</p> <p>Unit 3 – <i>Around the World in 80 Days</i>, Jules Verne. Reference to the book and reading comprehension in French.</p>	<p>Module 3 BAME focus – Ladj Ly (film director and screen writer).</p> <p>Point de départ – French reality TV shows and their popularity. French actors (Emma Watson, French born).</p> <p>Unit 1 – The popularity of digital technology in France (second reference).</p> <p>Unit 2 – French cinemas and websites (visit <i>Gaumont</i>).</p> <p>Unit 3 – Young people in French speaking countries other than France (Democratic Republic of Congo and Cameroon).</p> <p>Unit 4 – French convention of saying ‘I did a walk, I did swimming’ for English translation ‘I</p>	<p>Module 5 Point de départ – French Speaking sports people, the popular French game of Handball and more about Astérix.</p> <p>Unit 1 – The use of ‘<i>sont</i>’ to mean ‘is’ with plural nouns.</p> <p>Unit 2 - The use of the imperative for giving instructions and the differences between <i>tu</i> and <i>vous</i>.</p> <p>Unit 3 – French Paralympian Marie-Amélie le Fur.</p> <p>Unit 4 – French conventions when describing illness and injury.</p> <p>Unit 5 – The difference between the use of <i>Qu’est-ce que</i> and <i>Est-ce que</i> in question forming.</p>

	<p>Unit 4 – Word order conventions (link to negatives in the Perfect Tense).</p> <p>Unit 5 – French speaking North Africa (Morocco, Tunisia) and Vanuatu (in the Pacific Ocean).</p> <p>Module 2 Point de départ – French celebrations which are typical of their country, similarities and differences with England, linking the French calendar to a Saint.</p> <p>Unit 1 – The French music festival called <i>Fête de la musique</i>.</p> <p>Unit 2 – Formal and informal conventions of speech.</p> <p>Unit 3 – Typically French dishes.</p> <p>Unit 4 – Christmas markets in Colmar, Alsace.</p> <p>Unit 5 – <i>La galette des rois</i> cake and tradition, the Epiphany.</p>	<p>went for a walk, I went swimming.’</p> <p>Unit 5 – Reasons why schools might close in France, such as strikes and other unexpected circumstances.</p> <p>Normandy Trip</p> <p>Module 4 Point de départ – French speaking countries, <i>pays francophones</i> (second reference), and France’s natural / man-made features.</p> <p>Unit 1 –The different geography of France, as well as French speaking Africa.</p> <p>Unit 2 – Different places people live in the world, (floating village in Vietnam, refugee camps).</p> <p>Unit 3 – French Scientist Rachel Dubois and the work she does in the Antarctic.</p> <p>Unit 4 – Talking about the differences between French and English housing.</p> <p>Unit 5 – The French speaking country of Corsica.</p>	<p>Also, the French football team and their nickname of <i>les Bleus</i>.</p>
9	<p>Module 1 Point de départ – Information about Arnaud, a young French person, PSG Football Team.</p> <p>Unit 1 – Information about famous French writer Alexandre Dumas, who the school mentioned in the first</p>	<p>Module 3 Point de départ – Types of popular French music.</p> <p>BAME focus – African singer Aya Nakamura and Belgian rapper Stromae.</p> <p>Unit 1 – What two famous French singers were like when they were young, <i>Corneille</i> and <i>Raphael</i>.</p>	<p>Module 5 Unit 1 – The Francophone world.</p> <p>Unit 2 – <i>La Tour Eiffel, le Mont-Saint-Michel, le pont du Gard</i>.</p> <p>Unit 3 – <i>Le volcan de Lemptégy, le Château du val</i>.</p> <p>Unit 4 – <i>Monaco, Morocco, les Iles de</i></p>

	<p>reading activity is named after.</p> <p>Unit 2 – N/A.</p> <p>Unit 3 – French name day calendar (linked to birth dates).</p> <p>Unit 4 – French fashion designers.</p> <p>Module 2</p> <p>Point de départ – N/A.</p> <p>Unit 1 – Stereotypes linked to professions.</p> <p>Unit 2 – French saying ‘<i>Quand les poules auront des dents</i>’ and English equivalent.</p> <p>Unit 3 – N/A.</p> <p>Unit 4 – Inventor Bertin Nahum, French entrepreneur in Surgical Robotics.</p> <p>BAME Focus - Inventor Bertin Nahum.</p>	<p>Unit 2 – The French primary school system, which is divided into <i>maternelle</i> (Age 3-6) and <i>élémentaire</i> (Age 6-11).</p> <p>Unit 3 – Famous French music genres or artists from the past.</p> <p>Unit 4 – French refugees and refugee camps.</p> <p>Module 4</p> <p>Point de départ – Differences between French and English food at school.</p> <p>Unit 1 – Popularity of veganism and vegetarianism in France.</p> <p>Unit 2 – SOS Nature organisation.</p> <p>Unit 3 – The approach of France to reducing the use of plastic.</p> <p>Cultural capital – N/A.</p>	<p><i>Wallis-et-Futuna, le Laos.</i></p> <p>Unit 5 – O’Plérou Grebet and the French African emojis he designs.</p> <p>Unit 8 – French musicians / artists Angèle Van Laeken, Stromae.</p> <p>Unit 6 – The female Cameroon football team.</p> <p>Unit 7 – Swiss adventurer Xavier Rosset.</p>
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Spanish Cultural Capital, BAME and Curriculum Enrichment Opportunities

Year Group	Autumn Term	Spring Term	Summer Term
8	<p>Module 1 Punto de partida – Talk about Spanish tourism being the main industry in Spain. Unit 1 – Popular Spanish names and how to pronounce them. Unit 2 – Famous Spanish celebrities and sports people. Unit 3 – Other Spanish speaking countries, with a focus on Ecuador, Uruguay and Santiago de Chile. Unit 4 – Key pronunciations and letter sounds (<i>j, z, v, b</i>). Unit 5 – The difference between the <i>r</i> and <i>rr</i> sounds in Spanish.</p> <p>Module 4 Punto de partida - The Spanish Royal Family, who they are and where they live. Unit 1 – The focus on family in Spain and the importance of this for the Spanish. Unit 2 – 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.</p>	<p>Module 2 Punto de partida – Names of relevant famous sports people and celebrities (second reference). The Spanish climate and how this impacts on the activities people do. BAME focus – Shakira (Columbian Musician), Richard Camacho (Spanish Singer), Will.I.Am’s album <i>Translation</i>, all in Spanish. Unit 1 – Non-literal translations, such as <i>me gusta</i> (in Spanish, <i>it pleases me</i>, but in English, <i>I like</i>). Unit 2 – Talk about Spanish music and popular instruments. Listen to some Spanish guitar music. Unit 3 - Talk about some Latin American countries being in the northern hemisphere and some in the southern. Unit 4 – Introduction to stem-changing verbs (first reference). Cultural Capital Extra Part 1 – Christmas in Spain and the Spanish speaking world.</p> <p>Module 3 Punto de partida – Differences in the length and format of the school day.</p>	<p>Module 4 and Module 5 Combined Unit 4 – The different types of housing which exist in Spain compared to England and how this varies depending on the geographical location.</p> <p>Module 5 Punto de partida - Talk about the population of Spain and the size of the country compared to the population. Unit 1 – Look at the cities of <i>Santander, Ronda</i> and <i>Almagro</i>, which are mentioned in the reading comprehension. Unit 2 – The difference between Spanish and English when saying the time, <i>son las ocho</i>, plural and not singular. Unit 3 – Talk about tapas and small tapas bars in Spain, in terms of what they sell and their popularity. Unit 4 – Linguistic conventions linked to the pronunciation of <i>v</i> and <i>b</i> (second reference).</p>

Continues as one longer Module 1

	<p>Unit 3 – The common Spanish pronunciation of <i>diphthongs</i> – (<i>two vowels together</i>).</p>	<p>Unit 1 – Differences and similarities between what is studied in Spanish and English schools (second reference).</p> <p>Unit 2 - Differences in the pronunciation of the letter <i>g</i>, depending on the word.</p> <p>Unit 3 – Differences in the facilities in Spanish and English schools.</p> <p>Unit 4 - Differences between what Spanish and English pupils eat during break time.</p>	
9	<p>Module 1 Punto de partida – Talk about Spanish tourism being the main industry in Spain. Unit 1 – Using adjectives in exclamations. Unit 2 – Talk about the difference Spanish <i>costas</i> and what their names mean. Unit 3 – Talk about <i>paella</i> and the different types. Unit 4 – Talk about the pronunciations of the two different <i>r</i> sounds (<i>r/rr</i>).</p> <p>Module 2 BAME focus – Shakira (Colombian musician), Richard Camacho (Spanish singer). BAME focus – Will. I. Am’s album Translation and Berta Vázquez (Spanish actress).</p>	<p>Module 3 Punto de partida – Talk about <i>el menu del día</i>. Unit 1 – Latin American animals and what they eat. Unit 2 – To talk about times of day that Spanish people eat being very different to in England. Unit 3 – Talk about some typically Spanish dishes. Unit 4 – Talk about the tradition of Mexican <i>piñatas</i>.</p> <p>Module 4 Punto de partida – Talk about most Spanish shops having ‘<i>ía</i>’ at the end of the word. Unit 1 – Pronunciation of the letter ‘<i>h</i>’ being silent. Unit 2 – Colloquial exclamations relevant to invitations.</p>	<p>Module 5 Punto de partida – Talk about the Balearic Islands. Unit 1 – Types of typically Spanish accommodation (villas, fincas, paradors). Unit 2 – Mallorca as a popular tourist destination. Unit 3 – Pronunciation of the letter ‘<i>z</i>’ in Spanish words. Unit 4 – Using fillers to play for time in speech and to add an authentic element to written work.</p>

	<p>Punto de partida – Talk about soap operas being very popular in Spain.</p> <p>Unit 1 – Pronunciations of soft and hard ‘c’s.</p> <p>Unit 2 – The music of Juan Luis Guerra.</p> <p>Unit 3 – Spanish TV channels.</p> <p>Unit 4 – Spanish names revisit.</p>	<p>Unit 3 – Video clip of Spanish person getting ready to go out.</p> <p>Unit 4 – Mexican children’s rhyme.</p>	
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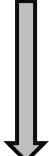
KS3 Careers

Opportunities to exploit careers related enrichment are set out by the Curriculum Area in the MFL Careers document below and in Schemes of Work, teaching resources and the CA Intent.

Reference to Knowledge and Skills based learning linked explicitly to languages is also evidenced.

Examples of Curriculum Links to Futures

	Curriculum Theme/Topic	How Do You Link This Theme/Topic to Careers?	What Careers Related Extra-Curricular Opportunities Are Offered?	What Employer/Employee Encounters Are Offered?
Year 7 French	Module 2, Unit 4 (C'est comment un collège français) Describing school life in France and what it's like to be a pupil in a French school.	Links to education and what it would be like to study and work abroad.	Opportunity to explore French and foreign schools on line, as well as the qualifications needed for an experience abroad. https://www.thelanguagehouse.net/	Link to members of MFL team or someone locally who has spent time working abroad and their experience. Look for relevant jobs available online and how to apply for these (TEFL).
	Module 5, Unit 3 (En ville) Ordering drinks and snacks in a café.	Link to travel and hospitality. Link to service industry. Transactional encounters in the target language.	Opportunity to explore French cafés and restaurants online. Possible opportunity to practise in class using French food. Opportunity to practise in Normandy, Summer term Year 8.	Look for relevant jobs available online and how to apply for these, as well as skills required (TUI recruitment). Link to local restaurants or people locally who are in the travel industry.
Year 8 French	Module 1, Unit 3 (Tu es allé où en vacances) Transport and travel.	Link to different Airlines, Ferry companies, airports and national travel companies.	Opportunity to explore working for a transport or travel company, as well as in an airport. Discuss job opportunities in our own country and abroad linked to transport and travel.	Link to Airlines, Ferry companies, airports and travel companies. Manchester airport recruitment. TUI recruitment.
	Module 5, Unit 5 (Allez les champions) Interviewing a sports person.	Interviewing skills. Q and A based encounters in the target language with a French sports person.	Opportunity to practise interviewing skills.	Links to local foreign sports people or anyone that works for a local newspaper. Practise Q and A based on somebody they have researched.
Year 9 French	Module 2, Unit 2 (Qu'est-ce que tu feras à l'avenir?) Talking about what you will do in the future.	Plans and aspirations linked to work as well as personal life.	Opportunity to think about Careers and future plans, linking this to the Options process. Use of the University of East Anglia's resources entitled ' <i>Is it just about language?</i> ' which have real life information about career paths taken by linguists.	Discussions with members of the Curriculum Area about their career paths linked to languages. Careers encounters with any local people of past pupils who have continued their study and work in MFL.
	Module 5, Unit 3 (Réserver des excursions) Booking an excursion.	Understanding tourist information and how to make bookings.	Opportunity to consider working for a transport or travel company again. Discuss job opportunities in our own country and abroad linked to transport and travel.	Explore different tourism companies and how to access jobs in their sector. Link to Airlines, Ferry companies, airports and travel companies. Manchester airport recruitment. TUI recruitment.

	Year 9 French End of Module 2 (Projets d'avenir) Discussing future plans as context for Knowledge task activities. Opening a tearoom. Two project-based lessons.	Pupils will apply the Knowledge they gain from language study to a workplace scenario of opening a tea room abroad.	N/A.	N/A.
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Applying Modern Foreign Languages Knowledge to The Workplace

Focus of Knowledge Tasks – Opening a Tearooms abroad

Knowledge Lesson Title	Year Group	Within Which Unit (SOW)
1) Knowledge_in_Languages_Lesson_1_Society and <u>commerce</u> <u>Salesperson</u> <u>Pitch</u>	All Year 9 French classes, taught as two full project-based lessons.	At the end of Module 2: <u>Projets d'avenir</u> (Future plans). (Feb/March/During national Careers Week if possible, early March).
2) Knowledge_in_Languages_Lesson_2_Vocab of chosen country and Translation	As above.	As above.
3) Knowledge_in_Languages_Lesson_3_Grammar and Proofreading	As above.	As above.
4) Knowledge_in_Languages_Lesson_4_Culture <u>Identity of chosen country</u> <u>Music</u> <u>Account planning</u> <u>Campaigns</u>	As above.	As above.
5) Knowledge_in_Languages_Lessons_1-4_Plenary <u>Investors want to invest</u>	As above.	As above.

Our pupils will apply the **Knowledge** they are gaining from studying Modern Foreign Languages to a variety of workplace scenarios.

Year 8 Spanish	Module 5, Unit 3 (En la cafeteria) Ordering drinks and snacks in a café.	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. Ensure pupils understand what hospitality means and involves.	Link to people who have worked abroad as holiday representatives or for travel companies, including members of the CA. Links to job opportunities in travel companies (TUI) and different job specifications.
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Year 9 Spanish	Module 5, Unit 4 (Campamentos de verano) Summer camps.	Link to possible gap year activities.	Possibility to explore future extra-curricular / Gap Year opportunities for students. Relevant websites explored.	Link to people who have completed a Gap Year. Looking at companies online who support young people with Gap Years.
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