

**Sir John Talbot's School**

**CURRICULUM**

**#togetherwegrow**

Marches Academy Trust 

# Modern Foreign Languages

## Our vision

We are aiming to develop competent, confident, resilient, open-minded, and versatile communicators who demonstrate a broad cultural awareness in our multilingual and multicultural world.



CULTURAL AWARENESS

I understand our classroom expectations and why languages are important

I discover where French/Spanish is spoken

ALL ABOUT ME

I say my name and how I feel

I learn numbers and say my age

I learn the months and say when my birthday is

Why Learn Languages?

creativity, memory, flexibility, employability, opportunities, empathy, literacy, insight, tolerance, travelling, confidence, respect, cultural awareness, communication



CHRISTMAS AND NEW YEAR

MY FAMILY

I say who is in my family

I describe my appearance and my character

I say my nationality, where I am from and where I live

I make New Year's resolutions

I discover how Christmas and New Year are celebrated in French/Spanish speaking countries



I give details about family members



EASTER

I discover how Easter is celebrated in French/Spanish speaking countries

I say what pet I have and give details

I say what animal I like and why

Revision all topics  
Focus: verbs to have / to be



# Year 7 Curriculum Overview- FRENCH

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Knowledge (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b>	<b>Future learning (KS3)</b>
All about me	Listening Reading Speaking Writing Translation	I discover where French is spoken in the world I can say my name and how I feel I can say my age and when my birthday is I use the present tense of to be and to have I give reasons I talk about where I'm from and where I live I can describe my appearance and personality I can understand genders.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.
My family	Listening Reading Speaking Writing Translation	I can present the members of my family and give details about their age, birthday, appearance, personality, nationality and where they live. I can use the verb "to live" in the present tense I can use other personal pronouns I can understand the masculine and feminine.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.
My pets	Listening Reading Speaking Writing Translation	I can say what pets I have and give details about them such as age, birthday, description etc. I can talk about what animals I like and dislike and why. I can give opinions and reasons.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.

# Introducing yourself and saying how you feel

**Comment tu t'appelles?** (What are you called?)

**Je m'appelle** \_\_\_\_\_. (I am called \_\_\_\_\_)

**Comment ça va aujourd'hui?** (How is it going today?)

VERB	ADVERB	CONJ.	VERB	ADJECTIVE masculine/feminine/both
Ça va (it is going)	très bien (very well)	parce que (because)	je suis (I am)	content / contente (pleased)
	bien (well)			heureux/ heureuse (happy)
	assez bien (quite well)			détendu / détendue (relaxed)
	mal (badly)			fatigué / fatiguée (tired)
	très mal (very badly)			nerveux / nerveuse (nervous)
				inquiet / inquiète (worried)
				stressé / stressée (stressed)
				malade (ill)
				en colère (angry)

# QUEL ÂGE AS-TU? (How old are you?)

Quel âge as-tu? (how old are you?)			
<div><div>J'ai</div><div>(I have)</div><div>Tu as</div><div>(You have) singular</div><div>Il/elle a</div><div>(He/she has)</div><div>Nous avons</div><div>(We have)</div><div>Vous avez</div><div>(You have) plural</div><div>Ils/elles ont</div><div>(They have)</div></div>	un (1)		an. (ear)
	deux (2)		ans. (years)
	trois (3)		
	quatre (4)		
	cinq (5)		
	six (6)		
	sept (7)		
	huit (8)		
	neuf (9)		
	dix (10)		
onze (11)		seize (16)	
douze (12)		dix-sept (17)	
treize (13)		dix-huit (18)	
quatorze (14)		dix-neuf (19)	
quinze (15)		vingt (20)	
		vingt-et-un (21)	
		vingt-deux (22)	
		vingt-trois (23)	
		...	
		trente (30)	
		trente-et-un (31)	
		trente-deux (32)	
		...	
		quarante (40)	
		...	
		cinquante (50)	

# C'EST QUAND TON ANNIVERSAIRE? (when is your birthday?)

## C'est quand ton anniversaire?

Noun	Verb	Number	Month
<b>Mon anniversaire</b> (My birthday)	<b>c'est le</b> (it is the)	<b>premier</b> (1st) <b>deux</b> (2) <b>trois</b> (3) <b>quatre</b> (4) <b>cinq</b> (5) <b>six</b> (6) <b>sept</b> (7) <b>huit</b> (8) ... <b>vingt-trois</b> (23) <b>vingt-quatre</b> (24) ... <b>trente</b> (30) <b>trente-et-un</b> (31)	<b>janvier</b> (January) <b>février</b> (February) <b>mars</b> (March) <b>avril</b> (April) <b>mai</b> (May) <b>juin</b> (June) <b>juillet</b> (July) <b>août</b> (August) <b>septembre</b> (September) <b>octobre</b> (October) <b>novembre</b> (November) <b>décembre</b> (December)



RETRIEVAL BRAINSTORM

I recall what I learned last year

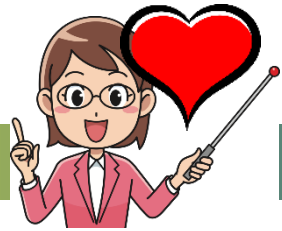


SCHOOL LIFE

I say what subjects I like to study and why



I talk about my teachers



I learn the time and talk about my school day

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:30	Maths	Science	History	Geography	Art
08:30-09:00	English	Maths	Science	History	Geography
09:00-09:30	Maths	Science	History	Geography	Art
09:30-10:00	Maths	Science	History	Geography	Art
10:00-10:30	Maths	Science	History	Geography	Art
10:30-11:00	Maths	Science	History	Geography	Art
11:00-11:30	Maths	Science	History	Geography	Art
11:30-12:00	Maths	Science	History	Geography	Art
12:00-12:30	Maths	Science	History	Geography	Art
12:30-13:00	Maths	Science	History	Geography	Art
13:00-13:30	Maths	Science	History	Geography	Art
13:30-14:00	Maths	Science	History	Geography	Art
14:00-14:30	Maths	Science	History	Geography	Art
14:30-15:00	Maths	Science	History	Geography	Art
15:00-15:30	Maths	Science	History	Geography	Art
15:30-16:00	Maths	Science	History	Geography	Art
16:00-16:30	Maths	Science	History	Geography	Art
16:30-17:00	Maths	Science	History	Geography	Art
17:00-17:30	Maths	Science	History	Geography	Art
17:30-18:00	Maths	Science	History	Geography	Art
18:00-18:30	Maths	Science	History	Geography	Art
18:30-19:00	Maths	Science	History	Geography	Art
19:00-19:30	Maths	Science	History	Geography	Art
19:30-20:00	Maths	Science	History	Geography	Art
20:00-20:30	Maths	Science	History	Geography	Art
20:30-21:00	Maths	Science	History	Geography	Art
21:00-21:30	Maths	Science	History	Geography	Art
21:30-22:00	Maths	Science	History	Geography	Art
22:00-22:30	Maths	Science	History	Geography	Art
22:30-23:00	Maths	Science	History	Geography	Art
23:00-23:30	Maths	Science	History	Geography	Art
23:30-24:00	Maths	Science	History	Geography	Art

CHRISTMAS AND NEW YEAR



MY FREE TIME

I talk about sports and my opinions



I talk about movies and what I think about them



EASTER

I compare how Easter is celebrated in French/Spanish speaking countries and the UK



I talk about food and ordering at a restaurant



I talk about what activities I am going to do depending on the weather



I talk about my daily routine and chores



I organise to go out with friends



# Year 8 Curriculum Overview- SPANISH

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Y7)	Future learning (KS3)
My school life	Listening Reading Speaking Writing Translation	I can say what subjects I like and dislike and why I can compare my teachers and talk about them I can tell the time I can talk about my school day in details I can use opinion verbs followed by infinitives I can use different conjunctions I start to conjugate regular verbs in the present tense I can use comparative structures I can sequence events	Present tense of regular verbs Adjectives Opinion verbs and conjunctions Numbers Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.
My Free time	Listening Reading Speaking Writing Translation	I can talk about sports I like to do and dislike I can talk about activities I do depending on what the weather is like I can talk about food and ordering at a restaurant I can talk about my daily chores and routines I can organise to go out with friends I can talk about movies and what I think of them I consolidate the present tense I learn the near future tense I develop more complex sentences	Present tense of regular verbs Adjectives Opinion verbs and conjunctions Numbers Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.

## ¿Cuáles son tus asignaturas favoritas? (What are your favourite subjects?)

Opinion	Verb + subject		Conjunction	Verb + reason				
<b>Me encanta</b> <i>I love</i>	<b>estudiar</b> <i>to study</i>	<b>Inglés</b> <i>English</i>	<b>porque</b> <i>because</i>	<b>es</b> <i>it is</i>	<b>interesante/s</b> <i>interesting</i>			
<b>Me gusta mucho</b> <i>I like a lot</i>		<b>Español</b> <i>Spanish</i>			<b>son</b> <i>they are</i>	<b>sensacional/es</b> <i>sensational</i>		
<b>Me gusta</b> <i>I like</i>		<b>Teatro</b> <i>Drama</i>			<b>ya que</b> <i>because</i>	<b>pienso que</b> <b>es/son</b> <i>I think that it's/ they are</i>	<b>estupendo/a/s</b> <i>great</i>	
<b>Me gusta bastante</b> <i>I quite like</i>		<b>Francés</b> <i>French</i>					<b>util/es</b> <i>useful</i>	
<b>No me gusta</b> <i>I don't like</i>		<b>Religión</b> <i>RE</i>			<b>pero</b> <i>but</i>	<b>creo que es/ son</b> <i>I believe that it's/ they are</i>	<b>maravilloso/a/s</b> <i>marvellous</i>	
<b>No me gusta nada</b> <i>I don't like at all</i>							<b>Informática</b> <i>ICT</i>	<b>emocionante/s</b> <i>exciting</i>
<b>Odio</b> <i>I hate</i>							<b>Música</b> <i>Music</i>	<b>fascinante/s</b> <i>fascinating</i>
<b>Prefiero</b> <i>I prefer</i>							<b>Historia</b> <i>History</i>	<b>genial/es</b> <i>great</i>
<b>Me gustaría</b> <i>I would like</i>							<b>Geografía</b> <i>Geography</i>	<b>divertido/a/s</b> <i>funny</i>
							<b>Tecnología</b> <i>Technology</i>	<b>ameno/a/s</b> <i>funny</i>
	<b>Filosofía</b> <i>Philosophy</i>	<b>sin embargo</b> <i>however</i>	<b>en mi opinión es/ son</b> <i>in my opinion it's/ they are</i>	<b>guay/s</b> <i>cool</i>				
				<b>Física</b> <i>Physics</i>	<b>fácil/es</b> <i>easy</i>			
				<b>Química</b> <i>Chemistry</i>	<b>aburrido/a/s</b> <i>boring</i>			
				<b>Biología</b> <i>Biology</i>	<b>monótono/a/s</b> <i>boring</i>			
	<b>Plástica</b> <i>Art</i>	<b>por ejemplo</b> <i>for example</i>	<b>lo/la encuentro</b> <i>I find it</i>	<b>molesto/a/s</b> <i>annoying</i>				
				<b>Educación física</b> <i>PE</i>	<b>difícil/es</b> <i>difficult</i>			
				<b>Educación ética</b> <i>PSHE</i>	<b>cansado/a/s</b> <i>tiring</i>			
					<b>inútil/es</b> <i>useless</i>			
	<b>Matemáticas (f)</b> <i>Maths</i>			<b>basura</b> <i>rubbish</i>				
				<b>Ciencias (f)</b> <i>Science</i>	<b>horrible/s</b> <i>horrible</i>			

¿Cómo son tus profesores? What are your teachers like?						
Noun	School subject	Verb	Comp. 1	Adjective	Comp.2	Noun + school subject
<b>Mi profesor/a de</b> <i>My teacher of</i>  <b>Mi profesor/a de</b> <i>My teacher of</i>  <i>profe(s) is also used in an informal way. It is the shorten version of profesor/a</i>	<b>inglés</b> <i>English</i> <b>español</b> <i>Spanish</i> <b>religión</b> <i>RE</i> <b>informática</b> <i>ICT</i> <b>música</b> <i>Music</i> <b>historia</b> <i>History</i> <b>educación física</b> <i>PE</i> <b>tica</b> <i>PSHE</i> <b>plástica/dibujo</b> <i>Art</i> <b>teatro</b> <i>Drama</i> <b>francés</b> <i>French</i> <b>geografía</b> <i>Geography</i> <b>tecnología</b> <i>DT</i> <b>filosofía</b> <i>Philosophy</i> <b>física</b> <i>Physics</i> <b>química</b> <i>Chemistry</i> <b>biología</b> <i>Biology</i> <b>matemáticas (f)</b> <i>Maths</i> <b>ciencias (f)</b> <i>Science</i>	<b>es</b> <i>is</i>	<b>más</b> <i>more</i>	<b>simpático/a</b> <i>nice</i>  <b>amable</b> <i>kind</i>  <b>divertido/a</b> <i>funny</i>  <b>comprensivo/a</b> <i>understanding</i>  <b>paciente</b> <i>patient</i>	<b>que</b> <i>than</i>	<b>mi profesor/a de <u>teatro</u></b>  <i>You can swap the underlined subject by any other (see column 2)</i>
			<b>menos</b> <i>less</i>	<b>severo/a</b> <b>estricto/a</b> <i>strict</i>	<b>como</b> <i>as</i>	
			<b>tan</b> <i>as</i>			

¿Cómo es tu día escolar? (What is your school day like?)

Noun	verb	hours	minutes	conj	verb	hours	minutes
<b>El día</b> (The day)  <b>La clase de Inglés</b> (The <u>English</u> class) <b>La clase de Español</b>  <b>El recreo</b> (Break)  <b>La comida</b> (Lunch)	<b>empieza</b> (starts)	<b>a las ocho</b> (at 8 o'clock) <b>a las nueve</b> (at 9 o'clock) <b>a mediodía</b> (at midday) <b>a la una</b> (at 1 o'clock) <b>a las dos</b> (at 2 o'clock) <b>a las tres</b> (at 3pm)	<b>y cinco/diez/veinte/ veinticinco</b> (5/10/20/25 past)  <b>y cuarto</b> (quarter past) <b>y media</b> (half past)  <b>menos cinco/diez/veinte/ veinticinco</b> (5/10/20/25 to) <b>menos cuarto</b> (quarter to)	<b>y</b> and	<b>termina</b> ends	<b>a las diez</b> (at 10 o'clock) <b>a las once</b> (at 11 o'clock) <b>a mediodía</b> (at 12pm) <b>a la una</b> <b>a las tres</b> <b>a las cuatro</b> (at 4 o'clock)	<b>y cinco/diez/veinte/ veinticinco</b> (5/10/20/25 past)  <b>y cuarto</b> (quarter past) <b>y media</b> (half past)  <b>menos cinco/diez/veinte/ veinticinco</b> (5/10/20/25 to) <b>menos cuarto</b> (quarter to)

Noun (days)	timephrases	Verb	School subject	Verb	Subject	Frequency
<b>El lunes</b> <b>El martes</b> <b>El miércoles</b> <b>El jueves</b> <b>El viernes</b> <b>El sábado</b> <b>El domingo</b>	<b>por la mañana</b> (morning) <b>por la tarde</b> (afternoon) <b>,primero,</b> (first) <b>,después,</b> (after)	<b>tengo/no tengo</b> (I have / I don't)  <b>estudio/no estudio</b> (I study / I don't study)  <b>aprendo /no aprendo</b> (I learn / I don't learn)	<b>tecnología</b> <b>informática</b> <b>educación física</b> <b>historia</b> <b>ciencias</b> <b>matemáticas</b> <b>español</b> <b>inglés</b> <b>plástica</b>	<b>Tengo clase de</b>  <b>Estudio</b>  <b>Aprendo</b>	<b>tecnología</b> <b>informática</b> <b>educación física</b> <b>historia</b> <b>ciencias</b> <b>matemáticas</b> <b>español</b> <b>inglés</b> <b>plástica</b>	<b><u>una</u> vez por semana</b> (once a week) <b><u>dos</u> veces por semana.</b> (twice a week) <b>todos los días</b> (everyday)

RETRIEVAL BRAINSTORM

I recall what I learned last year



MY HOME AND MY REGION

I describe my home and furniture



I talk about local and regional features, characteristics and problems



I describe what I can do in my neighbourhood



I describe a past holiday



Consolidation  
Focus: present and future  
tenses formation



HOLIDAYS

I talk about my future holiday plans



I reserve train tickets



ME, MY FAMILY AND FRIENDS (T1)

I talk about family relationships and friendships



I talk about my future plans



CULTURAL: MOVIE STUDY (1 lesson/week last half term)



# Year 9 Curriculum Overview- FRENCH

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Y8)	Future learning (KS3)
My home and my region	Listening Reading Speaking Writing Translation	I can describe my home and what furniture I have. I can talk about the characteristics of my region I can say what shops/facilities there are in my town and what I can do in my neighbourhood. I can form and use the present tense of regular and irregular verbs. I can use modal verbs. I can use more complex structures to express my opinions. I can manipulate the language.	Present tense Future tense Opinion verbs Conjunctions Comparative Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity
My holidays	Listening Reading Speaking Writing Translation	I talk about future holidays. I describe a past holiday. I reserve train tickets. I can form and use the near future / future tense. I can form and use the past tense (imperfect/perfect/preterite tense) I can use the conditional tense. I can add complexity by using different tenses together and sequencing my narrative.	Present tense Future tense Opinion verbs Conjunctions Comparative Sequencing Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.
My family and friends	Listening Reading Speaking Writing Translation	I can talk about my relationships with my family and my friends and explain the reasons why. I can talk about my future plans in relation to relationships I can form and use reflexive verbs. I can compare relationships and explain why I can use more complex structures and vocabulary.	Present tense Future tense Opinion verbs Conjunctions Comparative Conditional tense Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.

# Comment est ta maison? (What is your house like?)

Dans ma maison, In my house	il y a there is	quatre/ cinq/ six...	pièces. (rooms)		
<b>Au rez-de-chaussée</b> On the ground floor  <b>Au premier étage</b> On the first floor  <b>Au deuxième étage</b> On the second floor  <b>Au grenier</b> (In the attic)  <b>Au sous-sol</b> (In the basement)  <b>Dehors</b> (Outside)	<b>il y a</b> (there is/are)  <b>j'aimerais qu'il y ait</b> I would like there to be	<b>un</b> (a/one) masc.      <b>une</b> (a/one) fem.	<b>joli</b> (pretty) <b>grand</b> (big) <b>petit</b> (small) <b>vieux</b> (old) <b>nouveau</b> (new)    <b>jolie</b> <b>grande</b> <b>petite</b> <b>vieille</b> <b>nouvelle</b>    <b>grandes/petites</b> <b>grands/petits</b>	<b>salon</b> (living room) <b>bureau</b> (office) <b>garage</b> (garage) <b>jardin</b> (garden) <b>balcon</b> (balcony)	<b>moderne.</b> (modern)  <b>confortable.</b> (comfortable)  <b>inconfortable.</b> (uncomfortable)
				<b>cuisine</b> (kitchen) <b>salle à manger</b> (dining room) <b>salle de bain</b> (bathroom) <b>chambre</b> (bedroom) <b>terrace</b> (terrace) <b>piscine</b> (a swimming pool)	
				<b>toilettes.</b> (toilets) <b>escaliers.</b> (stairs)	
	<b>Il n'y a rien = there is nothing</b>	<b>des</b>			
	<b>il n'y a pas</b> (there isn't / aren't )	<b>de</b>			



## Qu'est-ce qu'il y a dans ta chambre? (What is there in your bedroom?)

Room	Verb	furniture	position	furniture
<b>Dans ma chambre,</b> (in my bedroom)  <b>Dans la chambre de mes parents</b> (in my parents' bedroom)  <b>Dans la chambre de mon frère/de ma sœur</b> (in my brother's/sister's bedroom)  <b>Dans ma pièce favorite</b> (In my favourite room)	<b>il y a un</b> (there is/are a) (masculine)          <b>il y a une</b> (there is/are a) feminine       <b>il n'y a pas de</b> (there isn't/ aren't a) (followed directly by masculine or feminine nouns)	<b>lit</b> (bed) <b>bureau</b> (desk) <b>tapis</b> (rug) <b>ordinateur</b> (computer) <b>portable</b> (laptop)  <b>table</b> (table) <b>table de chevet</b> (bedside table) <b>fenêtre</b> (window) <b>chaise</b> (chair) <b>lampe</b> (lamp) <b>porte</b> (door) <b>armoire</b> (wardrobe)	(masculine)          (féminine)	<b>à droite du/de la</b> (on the right of the)  <b>à gauche du/de la</b> (on the left of the)  <b>à côté du/de la</b> (next to the)  <b>sur le/la</b> (on top of the)  <b>sous le/la</b> (under the)  <b>devant le/la</b> (in front of the)  <b>derrière le/la</b> (behind the)  <b>lit.</b> <b>bureau.</b> <b>tapis.</b> <b>ordinateur.</b> <b>portable.</b>  <b>table.</b> <b>table de chevet.</b> <b>fenêtre.</b> <b>chaise.</b> <b>lampe.</b> <b>porte.</b> <b>armoire.</b>

Comment est ta région? (What is your region like?)

<b>J'habite</b> <i>I live</i>	<b>dans une région</b> <i>in a region</i>	<b>de l'ouest</b> <i>of the West</i>	<b>du nord-est</b>	<b>de la France.</b> <i>of France.</i>
<b>Il/Elle habite</b> <i>He/She lives</i>	<b>dans un coin</b> <i>in a corner</i>	<b>de l'est</b> <i>of the East</i>	<b>du sud</b> <i>of the South</i>	<b>de l'Angleterre.</b> <i>of England.</i>
<b>Nous habitons</b> <i>We live</i>		<b>du nord</b> <i>of the North</i>	<b>du sud-ouest</b>	<b>du Portugal.</b> <i>of Portugal.</i>
<b>Ils/Elles habitent</b> <i>They live</i>		<b>du nord-ouest</b>	<b>du sud-est</b>	<b>du Royaume-Uni.</b> <i>of the UK.</i>
				<b>des États-Unis.</b> <i>of the USA.</i>

<b>C'est une région</b> <i>It is a region</i>	<b>industriel/le</b> <i>industrial</i>	<b>agricole</b> <i>agricultural</i>	<b>où</b> <i>where</i>	<b>il fait froid</b> <i>it is cold</i>	<b>souvent.</b> <i>often</i>
<b>C'est un endroit</b> <i>It is a place</i>	<b>culturel/le</b> <i>cultural</i>	<b>gastronomique</b> <i>gastronomic</i>		<b>il fait chaud</b> <i>it is hot</i>	<b>tout le temps.</b> <i>all the time</i>
	<b>historique</b> <i>historic</i>	<b>côtier/côtière</b> <i>coastal</i>		<b>il pleut</b> <i>it rains</i>	<b>de temps en temps.</b> <i>from time to time.</i>
				<b>il neige</b> <i>it snows</i>	<b>rarement.</b> <i>rarely</i>
				<b>il y a du soleil</b> <i>it is sunny</i>	

<b>Le mieux / le pire</b> <i>The best / The worst</i>	<b>c'est</b> <i>it is</i>	<b>qu'il y a</b> <i>there are</i>	<b>beaucoup de</b> <i>a lot of/many</i>	<b>forêts</b> <i>forests</i>	<b>plages</b> <i>beaches</i>	<b>parcs d'attractions</b> <i>theme parks</i>
<b>Le problème</b> <i>The problem</i>			<b>peu de</b> <i>few/not many</i>	<b>lacs</b> <i>lakes</i>	<b>monuments</b>	<b>stations de ski</b> <i>ski resorts</i>
<b>L'avantage</b> <i>The advantage</i>				<b>montagnes</b>	<b>ports</b>	<b>stations balnéaires</b> <i>seaside resorts</i>
<b>L'inconvénient</b> <i>The inconvenient</i>				<b>ponts</b> <i>bridges</i>	<b>rivières</b> <i>rivers</i>	
<b>Ce que j'aime le plus/le moins</b> <i>What I like the most/the least</i>				<b>beaux paysages</b> <i>beautiful landscapes</i>		
		<b>que c'est</b> <i>that it is</i>		<b>touristique</b>	<b>beau</b> <i>beautiful</i>	<b>vaste</b> <i>vast</i>
		<b>que ce n'est pas</b> <i>that it is not</i>		<b>bruyant</b> <i>noisy</i>	<b>paisible</b> <i>peaceful</i>	<b>trop petit</b> <i>too small</i>
				<b>propre</b> <i>clean</i>	<b>isolé</b> <i>isolated</i>	<b>animé</b> <i>busy</i>
				<b>pittoresque</b>	<i>picturesque</i>	<b>tranquille</b> <i>quiet</i>

RETRIEVAL BRAINSTORM

*I recall what I learned last year*

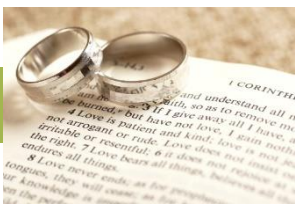


ME, MY FAMILY AND FRIENDS (T1)

*I talk about family relationships*



*I talk about my future plans*



MY FREE TIME (T1)

*I talk about my free time in different timeframes*



CUSTOMS AND FESTIVALS (T1)

*I discuss regional, Spanish/French and Hispanic/Francophone customs and festivals*



SOCIAL ISSUES (T2)

*I discuss young people's unhealthy habits*



*I analyse my lifestyle and discuss healthy living*



LIFESTYLE (T1)

*I discuss food and drinks*



*I discuss books and movies*



TECHNOLOGY & SOCIAL MEDIA (T1)

*I talk about different types of devices*



*I describe how I use technology*



*I analyse the pros and cons of technology & social media*



# The Big Picture: Talking about self, family and relationships, lifestyles and social issues, festivals and customs and Technology/Social media

Year Group: **10 SPANISH/FRENCH**

## Intent *(including moving on from...)*

**A01:** communicate and interact effectively, take part in short conversations, asking and answering questions and exchanging opinions. Use accurate pronunciation and intonation

**A02:** follow and understand clear speech across a range of contexts, identify key points, messages and opinions and deduce meaning from a variety of short and longer spoken texts

**A03:** understand and respond to different types of written language. Understand general and specific details, identify key points, details and opinions in a variety of short and longer written texts

**A04:** communicate effectively in writing for a variety of purposes, write short texts, using familiar language, produce clear and coherent extended texts to present facts and express ideas and opinions

## Implementation:

- Students will develop their ability to communicate coherently in speech and writing, conveying what they want to say with increasing accuracy.
- They will be increasingly able to express ideas and develop thoughts and ideas spontaneously and fluently.
- Students will develop an awareness and understanding of the culture and identity of the countries and cultures where Spanish/French is spoken.
- Students will develop language learning skills for both immediate use and to prepare them for further language study and use in school, higher education or employment.

### Consider your assessment Markers

Identify where the following will take place;

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing/MAD time**  
**Moderation**

Autumn Term: **Low stakes testing, deep marking, photo card and conversation speaking exam, writing, listening and reading assessments**

Spring Term: **Low stakes testing, deep marking, photo card and conversation speaking exam, writing, listening and reading assessments**

Summer Term: **Low stakes testing, deep marking, photo card and conversation speaking exam, writing, listening and reading assessments**

## Impact *(including next steps...)*

By the end of the year, students will be able to understand, ask questions and talk about some topics from themes 1, 2 and 3 accurately and with confidence. They will be able to manipulate familiar and unfamiliar vocabulary and grammatical structures and deduce meaning. They will be familiar with all styles of exam questions and be suitably prepared to answer all questions. In Year 11, students will build on skills and knowledge acquired in previous years. Tenses and grammatical structures will be revised, enabling students to express themselves in Spanish or French with increasing complexity and preparing them for the demands of the GCSE at the end of Year 11.



RETRIEVAL BRAINSTORM

*I recall what I learned last year*



EDUCATION WORK AND FUTURE (T3)

*I discuss school/college life.*



*I talk about school facilities.*



*I talk about rules and problems in school*



MY REGION (T2)

*I explain the past and current problems of my region*



*I talk about jobs and personal qualities.*



Health Care Career Opportunities

*I talk about my work experience.*



ENVIRONMENT, POVERTY AND HOMELESSNESS (T2)

*I discuss environmental and societal problems.*



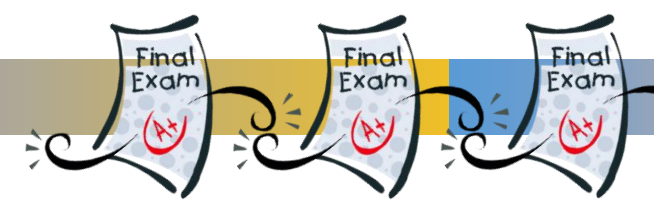
REVISION



Speaking

Listening/Reading

Writing



SUCCESS AT GCSE



# The Big Picture: Talking about education, post-16 education, the world of work, social and global issues

Year Group: **11 SPANISH/FRENCH**

## Intent *(including moving on from...)*

**A01:** communicate and interact effectively, take part in short conversations, asking and answering questions and exchanging opinions. Use accurate pronunciation and intonation

**A02:** follow and understand clear speech across a range of contexts, identify key points, messages and opinions and deduce meaning from a variety of short and longer spoken texts

**A03:** understand and respond to different types of written language. Understand general and specific details, identify key points, details and opinions in a variety of short and longer written texts

**A04:** communicate effectively in writing for a variety of purposes, write short texts, using familiar language, produce clear and coherent extended texts to present facts and express ideas and opinions

## Implementation:

- Students will develop their ability to communicate coherently in speech and writing, conveying what they want to say with increasing accuracy.
- They will be increasingly able to express ideas and develop thoughts and ideas spontaneously and fluently.
- Students will develop an awareness and understanding of the culture and identity of the countries and cultures where Spanish/French is spoken.
- Students will develop language learning skills for both immediate use and to prepare them for further language study and use in school, higher education or employment.

### Consider your assessment Markers

Identify where the following will take place;

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing/MAD time**  
**Moderation**

Autumn Term:

**Low stakes testing, deep marking, GCSE Mock exams**

Spring Term **Low stakes testing, deep marking, GCSE Mock exams, GCSE Speaking exams (A01)**

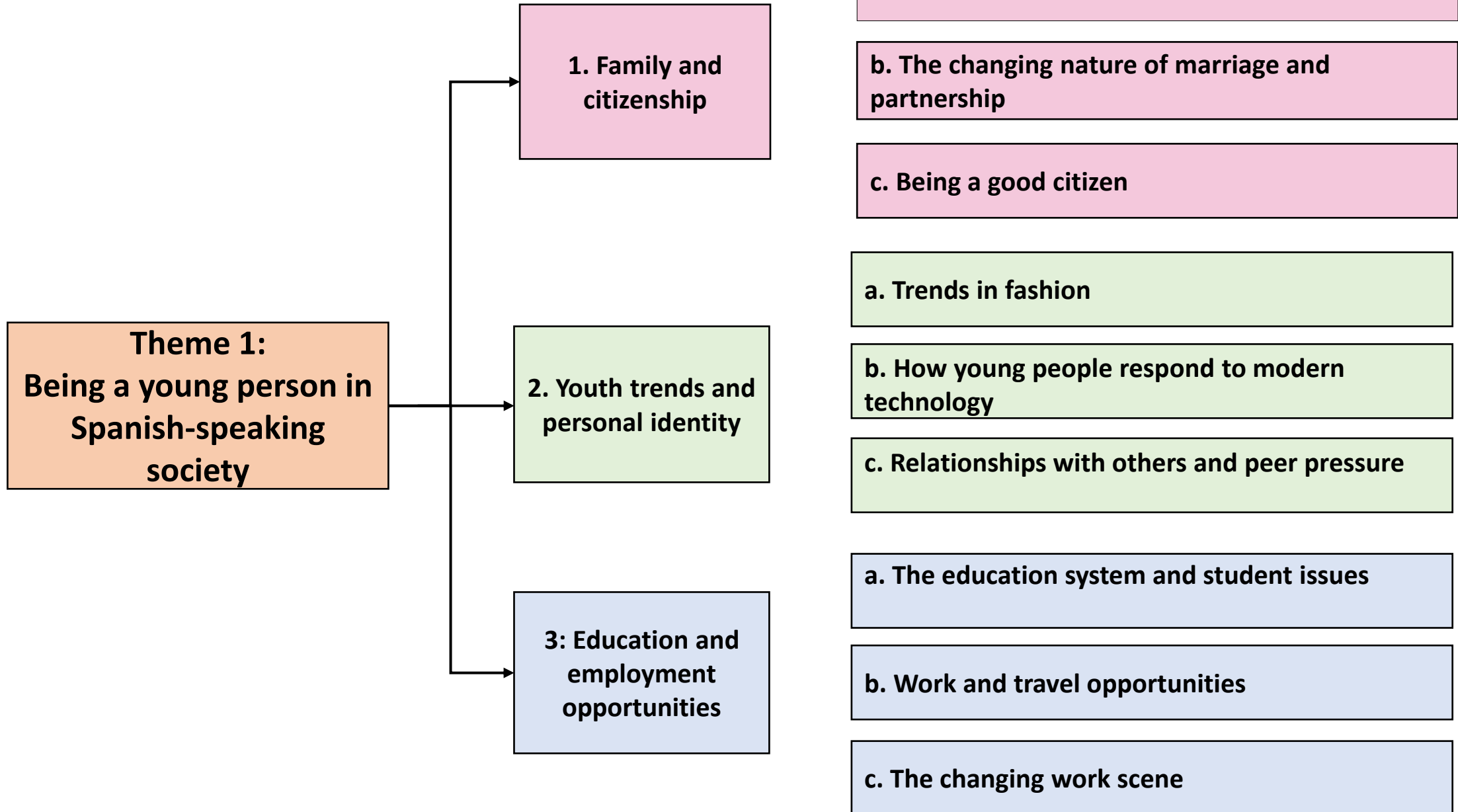
Summer Term:

**GCSE Listening, reading and Writing exams (A02, A03, A04)**

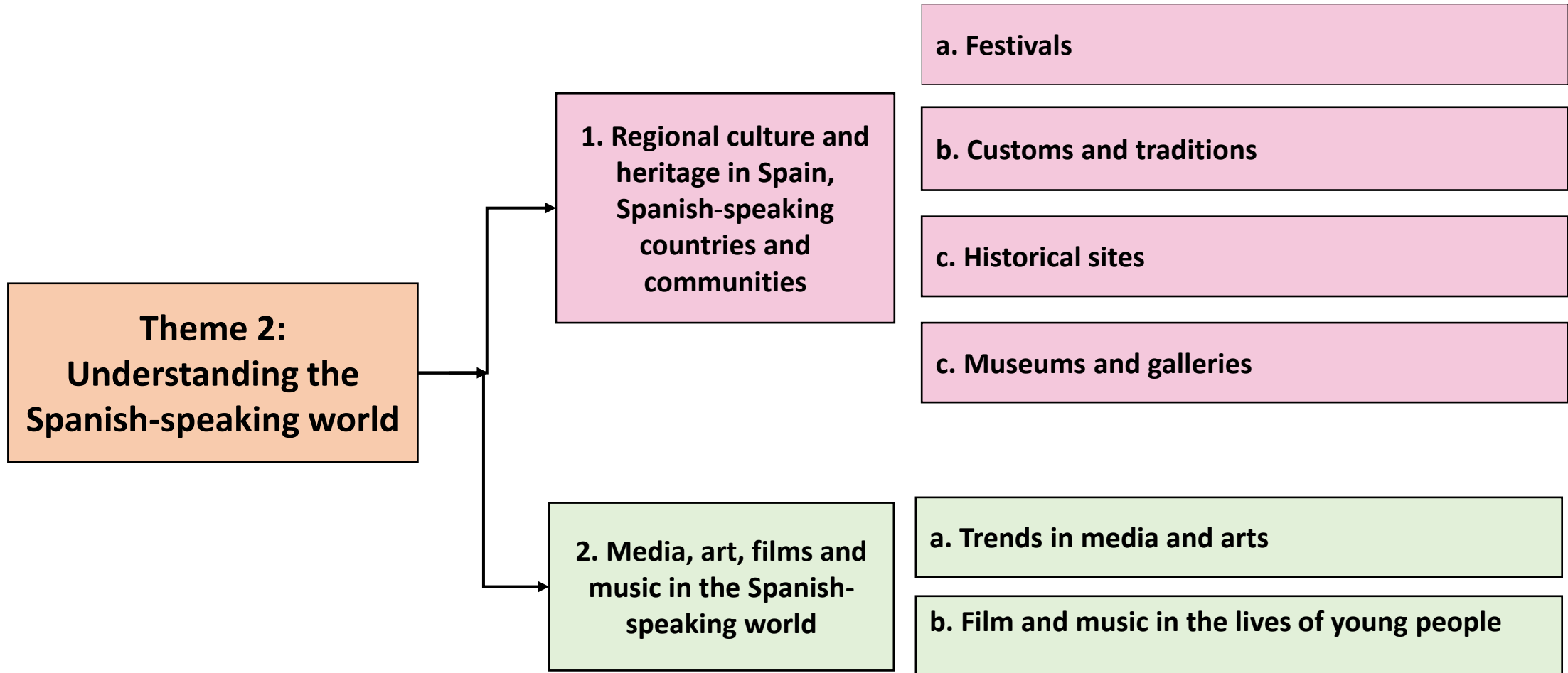
## Impact *(including next steps...)*

By the end of the year, students will be able to understand, ask questions and talk about topics from all three themes accurately and with confidence. They will be able to manipulate familiar and unfamiliar vocabulary and grammatical structures and deduce meaning. They will be familiar with all styles of exam questions and be suitably prepared to answer all questions. Tenses and grammatical structures will be revised, enabling students to express themselves in Spanish with increasing complexity and preparing them for the demands of the GCSE at the end of Year 11.

# YEARS 12/13 YEAR SPANISH OVERVIEW - SJT

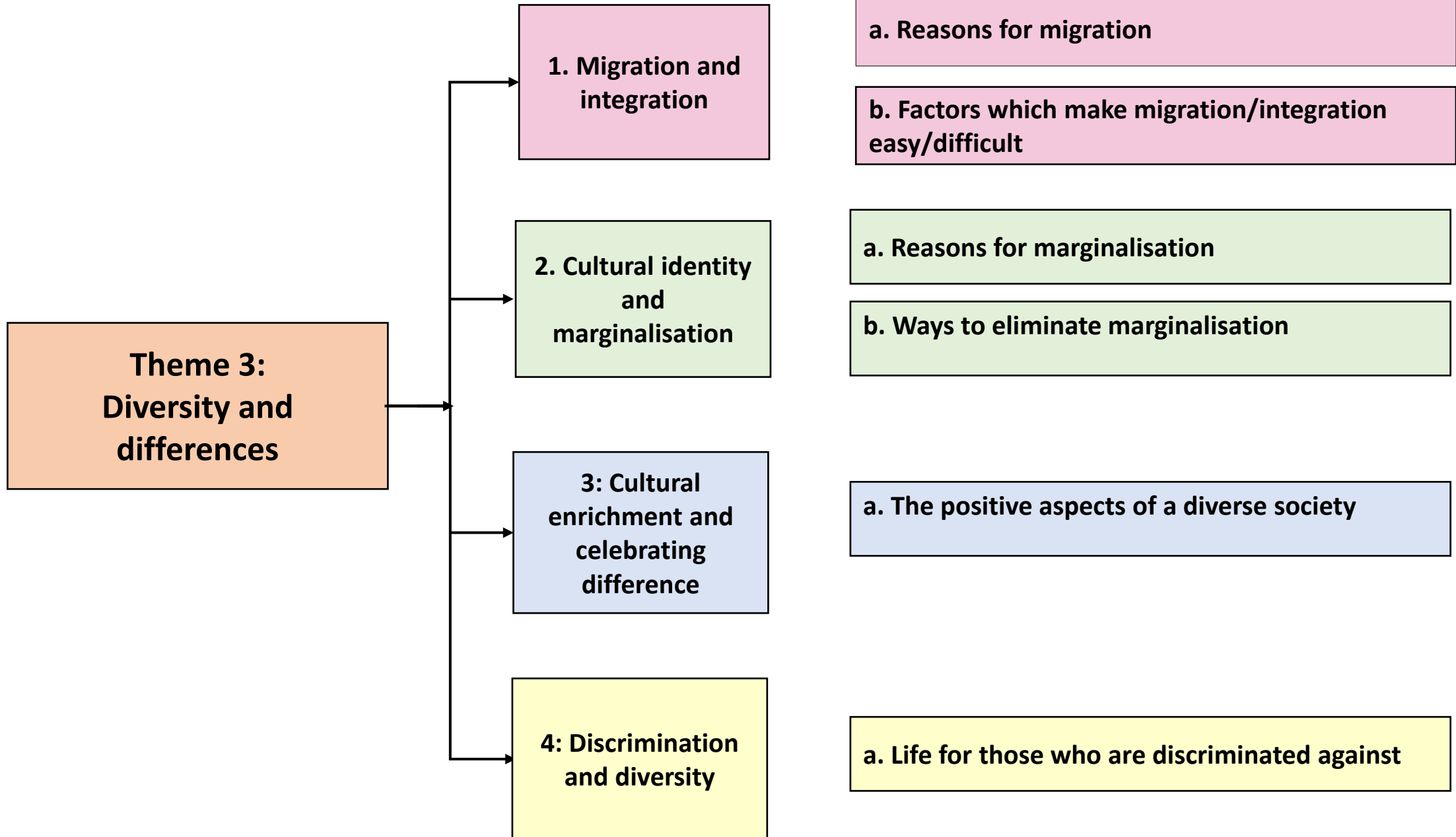


# YEARS 12/13 YEAR SPANISH OVERVIEW - SJT

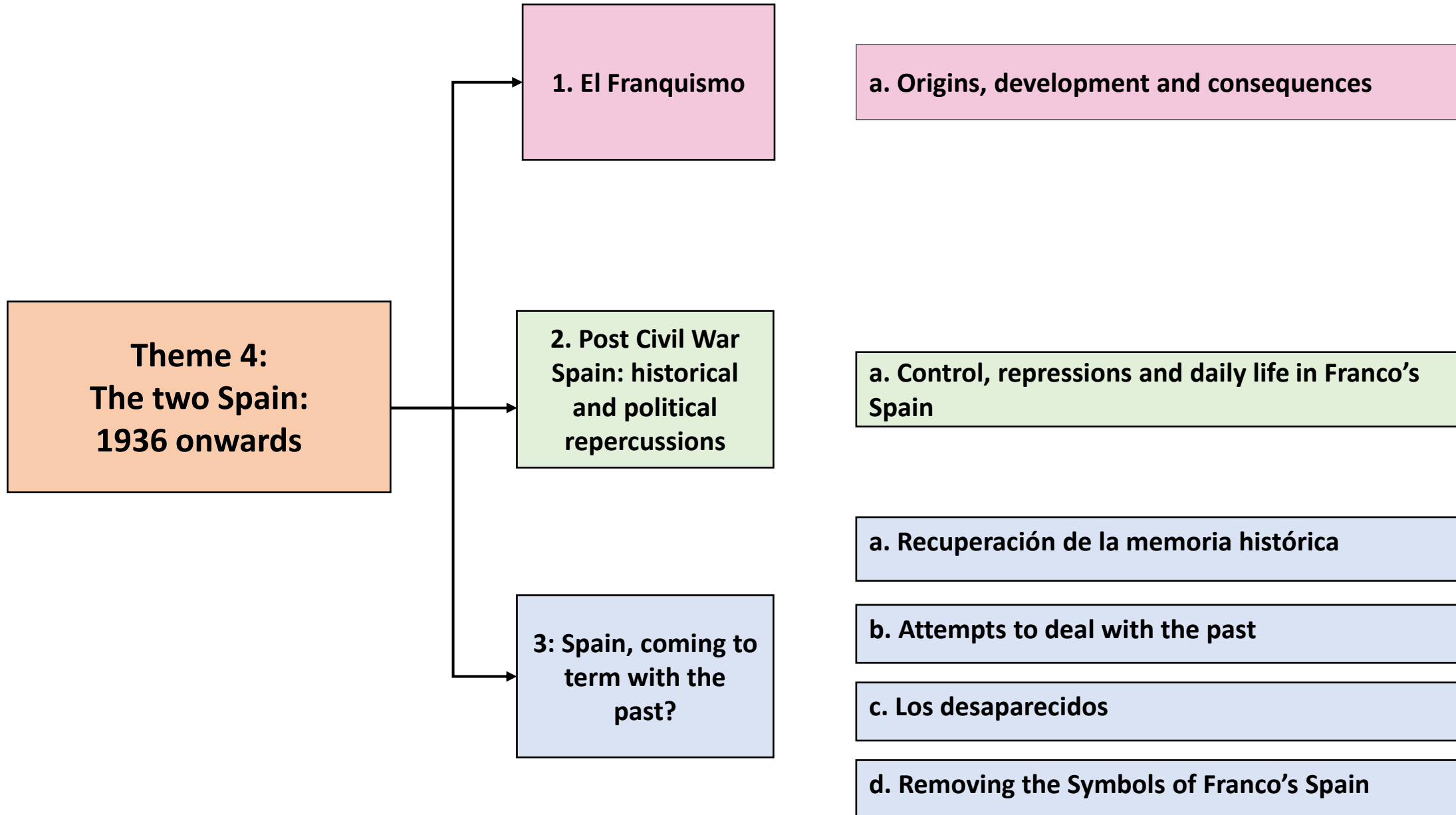




# YEARS 12/13 YEAR SPANISH OVERVIEW - SJT



# YEARS 12/13 YEAR SPANISH OVERVIEW - SJT



## PRESCRIBED WORK

### **Literature:**

Las bicicletas son para el verano (Federico Garcia Lorca, 1984)

### **Film:**

El laberinto del fauno (Guillermo del Toro, 2006)