

CoDA Curriculum

Modern Foreign Languages



Improving the life chances of all students

Why Study MFL?

Why study a foreign language?

Through studying a foreign language, students should

- develop their ability and ambition to communicate with native speakers in all component skills.
- learning a language really helps to develop the following skills – problem solving building confidence, time management, self organisation, and learning
- develop new ways of seeing the world including trips and cultural experiences.

At Key Stage 3 students will follow the national curriculum:

MFL Curriculum Intent Yr 7 -9

- to develop a liking for languages through interactive activities and become a lifelong languages learner.
- listen and read authentic texts with accuracy (dictation, translation reading)
- speak and write 40+ words for different purposes and audiences using a range of grammatical structures (writing, conversation, role play describe a picture, translation)
- using books, internet, audio files, realia, video clips, interactive activities.

At Key Stage 4 students will follow the MFL specification: AQA

MFL Curriculum Intent Yr 10 – 11

We help our language learners to...

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- express and develop thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- acquire new knowledge, skills, and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment • develop language strategies, including repair strategies.

Years 7-9

The intent has been written based on the National Curriculum for MFL, the AQA GCSE MFL programmes of study and best current practice and research in the MFL classroom (Gianfranco Conti's in particular). With that in mind, the intent is grammatically themed (rather than topic based) and is spiral in nature, so that grammatical concepts are revisited in more challenging ways throughout the key stages and that all vocabulary is covered.

Language learning at KS2 has helped prepare Y7 pupils for the five year journey ahead, but due to different rates of progress at KS2 we start at the base level.

The outcome is for pupils to write 40/50 words (in line with the second task on the AQA GCSE written paper legacy/new spec respectively). In addition to that, pupils have a first taste of describing a picture, which builds up to describing 2 pictures over time.

We fully support the whole school drive to improve the life chances of all pupils by using reciprocal reader lessons to boost reading skills. At KS3, this is in bespoke lessons and for this first term, we use a German gothic story and a historical context for French.

In terms of ICT usage in MFL lessons, we have bespoke lessons, in which pupils will support and consolidate their learning through linguascope/ Memrise and Duolingo and we encourage pupils to learn independently at home and show us their progress throughout their MFL journey.

Year 7

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>																																				
Topic/Grammar point	<p>TERM 1 – Year 7</p> <p>1. Phonetics</p> <p>2. Personal ID</p> <p>3. Days, months, <u>ages</u> and birthdays</p> <p>4. Opinions</p> <p>5. Favourite things</p> <p>6. Describe a picture</p> <p>7. Colours</p> <p>8. Christmas</p>		<p>TERM 2 – Year 7</p> <table><thead><tr><th>STRUCTURES</th><th>TOPICS</th></tr></thead><tbody><tr><td>I am</td><td>→ Characteristics</td></tr><tr><td></td><td>→ Description</td></tr><tr><td></td><td>→ Family</td></tr><tr><td>I have</td><td>→ School subjects</td></tr><tr><td></td><td>→ School day</td></tr><tr><td>Opinion words</td><td>→ Sports</td></tr><tr><td>Reasons</td><td>→ School subjects</td></tr><tr><td></td><td>→ Activities</td></tr></tbody></table>		STRUCTURES	TOPICS	I am	→ Characteristics		→ Description		→ Family	I have	→ School subjects		→ School day	Opinion words	→ Sports	Reasons	→ School subjects		→ Activities	<p>TERM 3 – Year 7</p> <table><thead><tr><th>STRUCTURES</th><th>TOPICS</th></tr></thead><tbody><tr><td>Present tense</td><td>→ Computer</td></tr><tr><td></td><td>→ Time frames</td></tr><tr><td>To be</td><td>→ Sports</td></tr><tr><td>To play</td><td>→ Sport</td></tr><tr><td>(not play)</td><td>→ Musical instruments</td></tr><tr><td>To do</td><td>→ Activities</td></tr><tr><td>Present tense</td><td>→ School day</td></tr><tr><td>Listening</td><td>→ Project work</td></tr></tbody></table>		STRUCTURES	TOPICS	Present tense	→ Computer		→ Time frames	To be	→ Sports	To play	→ Sport	(not play)	→ Musical instruments	To do	→ Activities	Present tense	→ School day	Listening	→ Project work
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	<p>The first term commences with phonetics and then is topic based and deals with the basics/my first words and phrases in the language. By the end of term 1 in Year 7 students will be able to give simple opinions (in ‘singular’ word form).</p>		<p>The second term builds on what pupils have learnt in the Autumn term. Grammatical structures gain in importance and pupils are introduced to the verbs ‘to be’ and ‘to have’. By the end of term 2 in Year 7, pupils will be able to form simple sentences in the given topics.</p>		<p>The final term of Y7 introduces pupils to the concept of different tenses and they begin to learn how to form the present tense through the verbs ‘to play’ and ‘to do’. Pupils revisit the verb ‘to be’ and extend its use in the 3rd person. In the end of year project pupils learn about the language, food and geography of other countries. By the end of term 3, pupils should be able to produce a paragraph in the present tense (in some cases using a knowledge organiser).</p>																																					

<p>End Points (Knowledge and Skills) Outcome – Big write produce 40+ words Testing – testing structures learnt in grammar points above</p>	<p>Say the letters of the foreign alphabet</p> <p>Say & write name, age, birthday</p> <p>Demonstrate an understanding of key vocab of the above topics</p> <p>Describe 2 pictures (GCSE preparation)</p>	<p>Say & write what your favourite things are</p> <p>List and identify the colours</p> <p>Describe 2 pictures (GCSE preparation)</p> <p>Learn about Christmas traditions in a foreign country.</p> <p><i>The present tense- I like/ I dislike</i></p>	<p>Say & write what sort of a person you are</p> <p>Describe my family</p> <p>Describe my school- The day/ subjects/ likes & dislikes</p> <p>Demonstrate an understanding of key vocab of the above topics</p> <p><i>Use the verbs 'to have' and 'to be' in the foreign language- I am/ You are/ I have/ You have</i></p>	<p>Describe what sports I & others like or dislike</p> <p>Describe my teachers</p> <p><i>Use a subordinating clause</i></p>	<p>Say & write about what you & others like doing on your tablet/phone/ digital device</p> <p>List foreign words of frequency</p> <p>Say & write what musical instruments you like/ dislike</p> <p>Demonstrate an understanding of key vocab of the above topics</p> <p><i>Use the present tense verbs 'to do' & 'to go'</i></p>	<p>Describe your school day to other pupils</p> <p>Learn about travel to other countries- landmarks, cuisine, accommodation</p> <p><i>Use the 3rd person present tense</i></p>
<p>What is assessed?</p>	<p>Writing Big write about self- Greeting/ Name/ Age/ Birthday (30 words)</p>	<p>End of unit test in Reading and speaking- Photo card & roleplay (Speak for 1 min)</p>	<p>Writing Big write about family, personality and opinions (30+ words)</p>	<p>End of unit test in speaking (reading aloud and conversation)</p>	<p>Big Write – write about school/ subject likes & dislikes & hobbies (35+ words)</p>	<p>End of unit/ year test in reading & writing tests- including all topics</p>

				and end of unit Listening test# (Speak for 1+ Min)		from throughout the year
Key Vocabulary	Knowledge Organisers French German	Knowledge Organisers French German	Knowledge Organisers French German	Knowledge Organisers French German	Knowledge Organisers French German	Knowledge Organisers French German
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening
Career Links (Employability Skills, Career Opportunities)	Communication Teamwork Resilience Problem solving Independence Creativity Police	Communication Teamwork Resilience Problem solving Independence Creativity Health care	Communication Teamwork Resilience Problem solving Independence Creativity ICT	Communication Teamwork Resilience Problem solving Independence Creativity Transport logistics	Communication Teamwork Resilience Problem solving Independence Creativity Musician	Communication Teamwork Resilience Problem solving Independence Creativity Travel agent
SMSC Links	<ul style="list-style-type: none"> • Trips to France and Germany, cultural videos, learning about other countries/culture day. • Creative writing and speaking • Reflection on learning during AFL & peer assessments, plenaries and following assessments. • School rules and sanctions. • Group work, peer work, working with somebody from outside of your friendship group, sharing equipment and encouraging others to learn well. This also includes fix it and reflection on progression. 					

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| | <ul style="list-style-type: none">• Roles & responsibilities of young people in a foreign society and comparison with British (and associated) values.• Appreciating and studying different cultural backgrounds in the classroom and whilst visiting other countries and places.• Culture and traditions – Authentic materials - any topic. Culture day. Languages celebration meal.• Celebration of Christmas and Easter in France and Germany. End of year project about travelling to a foreign country.• Meeting school and classroom expectations and receiving positive points and other rewards vs sanctions when not complying & consistent use of behaviour code. Discussions and reparation that take place during this process. |
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Year 8

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic/Grammar point	TERM 1 – Year 8 STRUCTURES There is/are → Prepositions → I eat/ I would like → TOPICS House Town Weather House/room Food/eating out Clothes		TERM 2 – Year 8 STRUCTURES Past tense → TOPICS Trip to Paris/Berlin Opinions Weather Activities (hols)		TERM 3 – Year 8 STRUCTURES Future tense → I would like → Conditional tense → Opinions → Listening → TOPICS Weather Activities Jobs Future Plans Holiday activities Ideal holiday Ideal home Importance of langs Project work	
	In the first term of year 8, pupils build on the vocabulary and verbs they have learnt in year 7. Pupils will frequently use the phrase 'Il y a/ Es gibt' (there is) and by the end of the term, pupils are able to both write and speak sentences in the present tense and refer to events in the conditional tense.		The Spring term furthers the work that pupils have completed in term 1. Pupils learn the past perfect and imperfect tenses in isolation from the other tenses, due to their complexity (in both languages). By the end of the term, pupils should be able to formulate a paragraph in the present tense AND simple sentences in another tense across 2 modalities (speaking/writing).		The Summer term builds on all five terms up to this point. Pupils study both future and conditional tenses, due to their commonality and similar grammatical structures in both languages. The revisit of 'home' vocabulary (introduced in Y8 T1) helps pupils to see the connections between tenses and helps greatly with GCSE preparation. By the end of term 3, all pupils will be able to communicate in 2 tenses and some in 3. In the project pupils will learn how to watch a foreign language film and discuss the issues within it.	

<p>End Points (Knowledge and Skills) Outcome – Big write produce 40+ words Testing – testing structures learnt in grammar points above</p>	<p>Describe my house/ my town/ Weather</p> <p>Demonstrate an understanding of key vocab of the above topics</p> <p>Present tense- There is/ There are and weather types</p> <p>Prepositions</p>	<p>Say/ Write what I like to eat for breakfast/ lunch</p> <p>Booking a table for a meal out in a restaurant</p> <p>Say/ write what you like to wear and your ideal party outfit</p> <p>The conditional tense</p>	<p>Say/write about landmarks in Paris/Berlin</p> <p>Your opinion of those landmarks</p> <p>The past tense- Perfect and imperfect</p>	<p>Describe the weather and different holiday activities</p> <p>Demonstrate an understanding of key vocab of the above topics</p> <p>Describe what sports you have done (in the past)</p> <p>The past tense- Perfect and imperfect</p>	<p>Describe my future plans (Jobs and holidays)</p> <p>Talk about a weather forecast in the future</p> <p>Future & conditional tenses</p>	<p>Talk about your ideal holiday & home</p> <p>Watching a foreign language film and discussing the themes in it</p> <p>Future & conditional tenses</p>
<p>What is assessed?</p>	<p>Big write house and home and town- Write about my House/Derby/ Weather (40 words)</p>	<p>End of unit test (Speak for 90 seconds)</p>	<p>Big Write – write about a visit to Berlin/Paris in the past tense. Include an opinion/ weather and activities</p>	<p>End of unit test in Speaking (reading aloud and conversation) and end of unit test in listening</p>	<p>Big Write – write about the weather/ Tomorrow/ This weekend/ Opinions (40 words)</p>	<p>End of year tests in reading and writing about holidays/ ideal holiday/ a past trip</p>
<p>Key Vocabulary</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>	<p>Knowledge Organisers</p> <p>French</p> <p>German</p>

Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening
Career Links (Employability Skills, Career Opportunities)	Communication Teamwork Resilience Problem solving Independence Creativity Aid worker	Communication Teamwork Resilience Problem solving Independence Creativity Flight attendant	Communication Teamwork Resilience Problem solving Independence Creativity You Tuber/Vlogger	Communication Teamwork Resilience Problem solving Independence Creativity Engineer	Communication Teamwork Resilience Problem solving Independence Creativity Banker	Communication Teamwork Resilience Problem solving Independence Creativity Teaching/learning assistant
SMSC Links	<ul style="list-style-type: none"> • Trips to France and Germany, cultural videos, learning about other countries/culture day. • Creative writing and speaking • Reflection on learning during AFL & peer assessments, plenaries and following assessments. • School rules and sanctions. • Group work, peer work, working with somebody from outside of your friendship group, sharing equipment and encouraging others to learn well. This also includes fix it and reflection on progression. • Roles & responsibilities of young people in a foreign society and comparison with British (and associated) values. • Appreciating and studying different cultural backgrounds in the classroom and whilst visiting other countries and places. • Culture and traditions – Authentic materials - any topic. Culture day. Languages celebration meal. • Celebration of Christmas and Easter in France and Germany. End of year project- watching a foreign film • Meeting school and classroom expectations and receiving positive points and other rewards vs sanctions when not complying & consistent use of behaviour code. Discussions and reparation that take place during this process 					

Year 9

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic/Grammar point	TERM 1 – Year 9 STRUCTURES It hurts I have the right Reflexive verbs Present Past It is important to me TOPICS Body parts Doctors/health Rights Daily routine Opinion/priorities Environment		TERM 2 – Year 9 STRUCTURES I think Comparative/superlative Since You must Future tense Because/relative clause TOPICS Music Opinions Instruments Where you live Activities Health Activities Health Future plans Personal description		TERM 3 – Year 9 STRUCTURES Present tense Past/Future tense Future tense Conditional tense Past tense Research TOPICS Holidays Activities Weather Weather Holidays Ideal holiday Holidays Disastrous holiday Project work	
	Year 9 builds on the firm foundations of learning forged in year 8. Reflexive and modal verbs are introduced for 'daily routine' and 'the rights of young people'. By the end of Y9 T1, pupils should be able to, when reading, infer ideas from longer texts and this is strengthened by the texts in bespoke reciprocal reader lessons.		The spring term helps to move pupil learning forward through revisiting opinions and giving reasons. It also includes a variety of tenses, past continuous and revisiting the future tense. By the end of the term, most pupils will be able to form paragraphs using a variety of justifications (including subordinate clauses) when speaking and writing the language.		The final term of year 9 is crucial in delivering the 4 tenses and building on the success of the previous terms Pupils will work within these tenses across a number of themes, accruing points for work completion and taking part in a 'graduation ceremony' By the end of year 9 T3, pupils will be able to retrieve key information across different tenses when listening and reading and will be able to speak and write across all three.	

<p>End Points (Knowledge and Skills) Outcome – Big write produce 40+ words Testing – testing structures learnt in grammar points above</p>	<p>Talk about ailments/ at the doctor's</p> <p>Compare young people's rights in the UK with those of a foreign country.</p> <p>Reflexive verbs</p>	<p>Describe environmental issues in your area</p> <p>Demonstrate an understanding of vocabulary in the above topics</p> <p>Reflexive verbs</p>	<p>Talk about your favourite music</p> <p>Give opinions on musical likes & dislikes</p> <p>The past continuous tense</p>	<p>Use the past continuous tense to say how long you have lived in Derby</p> <p>Use modal verb constructions to offer medical advice</p> <p>Modal verbs, relative & subordinate clauses</p>	<p>Describe a holiday- activities/ weather in the present tense, weather in the future tense</p> <p>Label a European map, write a postcard, compose a mind map on 5 different themes and in 2 tenses</p> <p>Past, present, future & conditional tenses</p>	<p>Describe your ideal holiday in the conditional tense</p> <p>Demonstrate an understanding of vocabulary in the above topics</p> <p>Learn about history in different countries of the world.</p>
<p>What is assessed?</p>	<p>Big Write about Health/ Rights & daily routine (40 words)</p>	<p>End of unit tests in Reading and Speaking (Photo card and role play= 4 mins)</p>	<p>Big write – write about your musical likes/ dislikes/ your favourite things and the past continuous tense (40 words-2 tenses)</p>	<p>End of unit test in Speaking (reading aloud and conversation= 4 mins) and end of unit test in Listening.</p>	<p>Big write about music weather yesterday holiday</p> <p>(3 tenses- 40+ words)</p>	<p>End of year test in writing and reading components</p>
<p>Key Vocabulary</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>

	French German	French German	French German	French German	French German	French German
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening
Career Links (Employability Skills, Career Opportunities)	Communication Teamwork Resilience Problem solving Independence Creativity Advertising	Communication Teamwork Resilience Problem solving Independence Creativity Tour guide	Communication Teamwork Resilience Problem solving Independence Creativity customs officer	Communication Teamwork Resilience Problem solving Independence Creativity customer service	Communication Teamwork Resilience Problem solving Independence Creativity health worker	Communication Teamwork Resilience Problem solving Independence Creativity social worker
SMSC Links	<ul style="list-style-type: none"> • Trips to France and Germany, cultural videos, learning about other countries/culture day. • Creative writing and speaking • Reflection on learning during AFL & peer assessments, plenaries and following assessments. • School rules and sanctions. The rights and responsibilities of young people • Group work, peer work, working with somebody from outside of your friendship group, sharing equipment and encouraging others to learn well. This also includes fix it and reflection on progression. • Roles & responsibilities of young people in a foreign society and comparison with British (and associated) values. • Appreciating and studying different cultural backgrounds in the classroom and whilst visiting other countries and places. • Culture and traditions – Authentic materials - any topic. Culture day. Languages celebration meal. • Celebration of Christmas and Easter in France and Germany. End of year project about a historical aspect of a foreign country. • Meeting school and classroom expectations and receiving positive points and other rewards vs sanctions when not complying & consistent use of behaviour code. Discussions and reparation that take place during this process. 					

Year 10

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic/Grammar point	<p>TERM 1A – Year 10</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • There is/are • Present tense • Past tense • Future tense • Conditional Tense • You can <p>TOPICS</p> <ul style="list-style-type: none"> ○ House ○ Ideal home ○ Town ○ Advantages and disadvantages ○ Last weekend ○ Household jobs 	<p>TERM 1B – Year 10</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Present tense • Past tense • Future tense • Conditional Tense <p>TOPICS</p> <ul style="list-style-type: none"> ○ Body parts ○ Illness ○ Healthy eating ○ Health resolutions ○ Drugs/alcohol/tobacco ○ Charity work 	<p>TERM 2 – Year 10</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Present tense • Past tense • Future tense • Conditional Tense <p>TOPICS</p> <ul style="list-style-type: none"> ○ School ○ Routine ○ School systems ○ Rules ○ Work experience ○ Ideal school ○ Jobs ○ Future plans 	<p>TERM 3 – Year 10</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Present tense • Past tense • Future tense • Conditional Tense <p>TOPICS</p> <ul style="list-style-type: none"> ○ Music ○ TV/Films ○ Going out ○ Sports/Leisure ○ Next weekend ○ Self ○ Family/Friends ○ Future/marriage 		
	In T1 pupils revisit ‘Es gibt/ il y a’, our most commonly taught phrase. The use of infinitives in ‘Man kann/ On peut’ leads into the past tense and the need for infinitive and past participle conjugation/manipulation. By the end of the term pupils will be able to write 40/50 words with little scaffolding and be able to hold a more involved conversation on a familiar topic.		Y10 T2 is all about healthy lifestyle and social issues, which is partly a revisit but much more vocab intensive. The grammar used is a revisit of all 4 tenses, as it will continue to be throughout all of KS4 teaching and learning. By the end of the term, pupils will be working towards producing 90 words of writing (with scaffolding) and will be able to hold a conversation on several topics.			
			The Spring term builds on the prior learning of the previous terms. There are revisits to several topics and the expectation is that by the end of the term, pupils will be able to passively recognize a significant number of the key words (set out in the exam board specification- 1200 for Foundation and 1700 for Higher tiers).			
					The Summer term is essential in terms of Y10 pupil progress. Everything is working up to the end of year test, which is a full past paper. By the end of the term, when speaking the language, pupils will be able to participate in roleplays, picture card discussions and conversations in the 3 themes with limited scaffolding.	

End Points (Knowledge and Skills)	<p>Describe your home and compare to an ideal home</p> <p>Give the advantages & disadvantages of your local area</p> <p>Say what you did last weekend</p> <p>Present, past, future, conditional tenses</p>	<p>Discuss lifestyle and healthy living choices and how you could improve your health</p> <p>Demonstrate an understanding of key vocabulary across the themes of the term</p> <p>Present, past, future, conditional tenses</p> <p>Modal verbs</p>	<p>Discuss your school life- subjects/ teachers/ routine/ ideal school/ yesterday</p> <p>Present, past, future, conditional tenses</p>	<p>Talk about your aspirations and future plans for learning, jobs & social life</p> <p>Present, past, future, conditional tenses</p>	<p>Describe your leisure likes & dislikes</p> <p>Give your plans for next weekend</p> <p>Subordinate clauses- if/because</p>	<p>Describe your own life- simple information, name, age, birthday, family</p> <p>Talk about relationships in your family & with friends</p> <p>Discuss your future plans in terms of marriage/ family</p>
What is assessed?	<p>Big write on House and home Derby Opinions (40- 60 words)</p>	<p>End of topic test in Speaking (5+ Mins) Reading Writing Listening</p>	<p>Big write on school uniform and opinions (40-60 words)</p>	<p>End of topic test- Speaking/ Reading/ Writing and Listening (Writing= 60+ words across 2 tenses)</p>	<p>Writing on personal relationships and leisure (60+ words across 3 tenses)</p>	<p>End of year mock in all 4 components in an actual past paper</p> <p>(Speaking= approx. 12 mins, aide memoire allowed)</p> <p>Writing= 90 words (aide memoire allowed)</p>
Key Vocabulary	<p>Knowledge Organisers</p> <p>French</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>	<p>Knowledge Organisers</p>

	German	French German	French German	French German	French German	French German
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening
Career Links (Employability Skills, Career Opportunities)	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity
SMSC Links	<ul style="list-style-type: none"> • Trips to France and Germany, cultural videos, learning about other countries. • Creative writing and speaking • Social issues • Health and lifestyle choices • Health and views about drugs, alcohol and smoking. Other social issues such as homelessness • Reflection on learning during AFL & peer assessments, plenaries and following assessments • School rules and sanctions. The rights and responsibilities of young people • Group work, peer work, working with somebody from outside of your friendship group, sharing equipment and encouraging others to learn well. This also includes fix it and reflection on progression and bespoke exam preparation. • Roles & responsibilities of young people in a foreign society and comparison with British (and associated) values. • Appreciating and studying different cultural backgrounds in the classroom and whilst visiting other countries and places. • Culture and traditions – Authentic materials - any topic. Culture day. Languages celebration meal. 					

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| | <ul style="list-style-type: none">• Celebration of Christmas and Easter in France and Germany. End of year project about a historical aspect of a foreign country.• Meeting school and classroom expectations and receiving positive points and other rewards vs sanctions when not complying & consistent use of behaviour code. Discussions and reparation that take place during this process• Prefects and other pupils helping to organise events such as the school's open evening or year nine options evening. Participation in trips. |
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Year 11

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic/Grammar point	<p>TERM 1 – Year 11</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> •Present tense •Past tense •Future tense •Conditional Tense <p>TOPICS</p> <ul style="list-style-type: none"> ○ Social media ○ Mobile Technology ○ Environment ○ Local issues ○ Poverty ○ Birthday ○ Traditions ○ Festivals <p>Year 11 T1 is the last term of formal teaching and learning from the Scheme of learning. There is a continuation of revisiting the different tenses, so that pupils improve in this difficult area.</p> <p>By the end of the term, pupils will be able to hold a three to five minute conversation and write 90 words (with scaffolding for a small minority).</p>		<p>Revision all topics</p> <p>Year 11 T2 consolidates all pupil learning up to this stage, both grammatically and thematically. By the end of the term, pupils will be aware of an exponentially growing number of words from the exam board specification and will be able to write and speak to the desired length with very little prompting.</p>		<p>Exams</p> <p>The final (half) term is all about bespoke, individual pupil requirements and teaching and learning are structured accordingly. The spoken test is prioritized, due to its (at this stage) immediacy and then revision in the other modalities is balanced out, according to the individual's needs.</p>	

End Points (Knowledge and Skills)	<p>Discuss the advantages & disadvantages of social media and mobile technology</p> <p>Talk about local issues, environmental concerns & what I & others do to protect the environment</p> <p>Present & future tenses, modal verbs</p>	<p>Demonstrate an understanding of key vocab for social issues and charities</p> <p>Talk about my birthday and traditions and festivals</p> <p>Past & present tenses</p>	<p>Learn about the best ways to revise for a foreign language</p> <p>Demonstrate and use key vocab, concepts and grammar structures from across all themes.</p>	<p>Learn about the best ways to revise for a foreign language</p> <p>Demonstrate and use key vocab, concepts and grammar structures from across all themes.</p>	Complete the final exam	
What is assessed?	<p>Writing on Social Media, Mobile, Technology</p> <p>(90 words)</p>	<p>Full mock exam in Speaking Writing Reading Listening</p> <p>(Writing= 90 words Spoken= approx. 12 mins)</p> <p>No aide memoires allowed</p>	<p>Full mock exam in Speaking Writing Reading Listening</p> <p>(Writing= 90 words Spoken= approx. 12 mins)</p> <p>No aide memoires allowed</p>	Revision of all skills. Frequent practice in all 4 key components (listening, speaking, reading and writing)	Revision of all skills. Frequent practice in all 4 key components (listening, speaking, reading and writing) AND final exam	

Key Vocabulary	Knowledge Organisers French German	Knowledge Organisers French German	Vocabulary from the whole GCSE course	Vocabulary from the whole GCSE course	Vocabulary from the whole GCSE course	
Literacy Skills Development (Writing/Oracy/Tier 2)	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening	Oracy Writing Communication Reading Listening
Career Links (Employability Skills, Career Opportunities)	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity	Communication Teamwork Resilience Problem solving Independence Creativity
SMSC Links	<ul style="list-style-type: none"> • Trips to France and Germany, cultural videos, learning about other countries. • Creative writing and speaking • Social issues • Health and lifestyle choices • Health and views about drugs, alcohol and smoking. Other social issues such as homelessness • Reflection on learning during AFL & peer assessments, plenaries and following assessments. • School rules and sanctions. The rights and responsibilities of young people 					

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| | <ul style="list-style-type: none"> • Group work, peer work, working with somebody from outside of your friendship group, sharing equipment and encouraging others to learn well. This also includes fix it and reflection on progression and bespoke exam preparation. • Roles & responsibilities of young people in a foreign society and comparison with British (and associated) values. • Appreciating and studying different cultural backgrounds in the classroom and whilst visiting other countries and places. • Culture and traditions – Authentic materials - any topic. Culture day. Languages celebration meal. • Celebration of Christmas and Easter in France and Germany. End of year project about a historical aspect of a foreign country. • Meeting school and classroom expectations and receiving positive points and other rewards vs sanctions when not complying & consistent use of behaviour code. Discussions and reparation that take place during this process • Prefects and other pupils helping to organise events such as the school's open evening or year nine options evening. Participation in trips. • Social and global issues |
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