



# **Programme of Learning**

**KS3**

**Languages**

# Our Curriculum

**A** **Ambitious** Our students reach their full potential

**S** **Spiritual** Our students develop a strong moral compass and integrity

**P** **Purposeful** Our students experience a broad and balanced curriculum that prepares them for the next stage of education and life

**I** **Inclusive** Our students needs and talents are recognised and nurtured

**R** **Rich** Our students access a range of academic, creative and cultural opportunities

**E** **Engaging** Our students are motivated and develop a love of learning



- **Lifelong love of language learning**
- **Culturally curious**
- **Effective communicators**

As a department, we aim to nurture a lifelong love of language learning amongst our students, so that they become culturally curious citizens of the world, who are effective communicators in all their future endeavours.

# Progress Grid

Year 9	Limited, simple vocab and structures, unclear, frequent errors even in high frequency language. Able to write up to 40 words, at least 1 opinion	Narrow range of language, unclear, frequent errors. Able to write 40 words, at least 1 opinion,	Mainly high frequency vocab and structures, some errors but more accurate than inaccurate. Able to write 40 – 50 words, at least 2 opinions, 2 time frames attempted but not always successful.	Some variety of vocab and structures generally used with accuracy, clear, some detail, relevant, occasional errors. Able to write 50-60 words, at least 2 opinions, 2 time frames attempted.	Range of vocab and language, a good level of accuracy, sentences are consistently extended very occasional errors. Able to write 60-70 words, at least 2 justified opinions, 3 time frames attempted but not always successful.	A good variety of vocab, complex structures and language used with some confidence, detailed, errors are rare and do not obscure meaning. Able to write 70-80 words, at least 2 justified opinions, use of 3 time frames.	Exceptional: consistently varied vocab and complex structures used confidently. Unusual language, detailed, clear, has flair. Able to write 80+ words, at least 2 justified opinions, use of 3 time frames consistently.
Year 8	Limited, simple, unclear, repetitive, frequent errors. 1 time frame attempted.	Reasonable attempt, basic structures and vocab, unclear, frequent errors even in high frequency language. 1 time frame produced.	Narrow range of language, short sentences, unclear, frequent errors. 2 time frames attempted, but not always successful	Straightforward and appropriate vocab and structures, relevant, mainly accurate, some errors but more accurate than inaccurate. Able to write 40-50 words, at least 2 opinions, 2 time frames attempted, but not always successful.	Clear, detailed, relevant, some variety of vocab and structures used with accuracy, occasional errors. Able to write 50-60 words, at least 2 opinions, 2 time frames.	Range of vocab and language, a good level of accuracy, sentences are consistently extended very occasional errors. Able to write 60-70 words, at least 2 justified opinions, 2 time frames.	Ambitious: A good variety of vocab, complex structures and language used with some confidence. Errors are rare and do not obscure meaning. Able to write 70+ words, at least 2 justified opinions, , attempts at 3 time frames but not always successful.

Year 7	Some attempt, lacks clarity, inconsistent. Attempted use of a verb	Limited, simple, unclear, repetitive, frequent errors. Attempted use of at least 2 verbs	Reasonable attempt, basic vocab and structures, relevant, some errors even in high frequency language. Use of "je" pronoun with at least 2 different verbs	Narrow range of language, unclear, some extended sentences, appropriate, some errors. Able to write 40 words, at least 1 opinion, je with a range of verbs (present tense)	Straightforward vocab and structures, relevant, accurate, some errors but more accurate than inaccurate. Able to write 40-50 words, at least 2 opinions, 2 pronouns with a range of verbs (present tense)	Clear, detailed, relevant, some variety of vocab and structures used with accuracy, few errors. Able to write 50-60 words, at least 2 opinions, 3 pronouns with a range of verbs (present tense)	Creative range of vocab and language, a good level of accuracy, sentences are consistently extended very occasional errors. Able to write 60+ words, at least 2 opinions, 3 pronouns with a range of regular and irregular verbs (present tense)
	<4	4	5	6	7	8	9

Year 7

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** 7

**TERM:** Autumn

**TITLE OF UNIT:** Ma vie de famille: My family life

**WEEKS:** 12

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To learn how to pronounce key French sounds</li> <li>•To learn numbers to be able to say how old you are or how old your family members are</li> <li>•To use possessive adjectives to talk about who is in your family</li> <li>•To use a range of adjectives to talk about someone's physical description and personality</li> <li>•To demonstrate agreement of adjectives with nouns (feminine, masculine and plural)</li> <li>•To use the verb "avoir" (to have) to say how many brothers and sisters you have</li> <li>•To use the verb "etre" (to be) to talk about personality.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening – associating phonemes and graphemes</li> <li>•Reading – identifying key information for the task</li> <li>•Translation – from French to English and simple phrases from English to French</li> <li>•Writing – creating an extended piece of writing (around 50 words)</li> <li>•Speaking – describing a photo. Identifying different sounds from the French alphabet</li> <li>•Reading – identifying key information for the task</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural – to discover culture and traditions in France and French speaking countries around the world Social – to explore family life in France and how it differs to the UK Moral – behaving in a respectful and tolerant way to others from a different background and cultures

Literacy/Reading/Numeracy	Careers
<p><b>Literacy skills</b> are developed through grammar focus (present tense, adjective agreements and negatives).</p> <p><b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</p> <p><b>Numeracy skills</b> are developed through learning how numbers are formed in French</p>	All language and travel-based careers such as a translator and interpreter.

How will this topic be assessed?
Pupils will demonstrate their knowledge of descriptions and opinions in the present tense in a short writing assessment (approx. 50 words) and translation assessment (French-English) as well as a listening and reading assessment.

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** 7

**TERM:** Spring

**TITLE OF UNIT:** En classe

**WEEKS:** 12

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To learn how to tell the time in French.</li> <li>To give opinions and reasons about school subjects.</li> <li>To talk about what you wear to school focusing on adjectival agreements</li> <li>To demonstrate a variety of time phrases and sequencers.</li> <li>To describe your school routine using the present tense of -er verbs.</li> <li>To discover similarities and differences with the school system in France.</li> </ul>	<ul style="list-style-type: none"> <li>Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions</li> <li>Reading – for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>Writing – focusing on grammatical accuracy (adjectival agreements) and opinion phrases</li> <li>Speaking – to describe a photo and to focus on the formulation of questions to ask someone about their school day</li> <li>Translation – from French to English and simple phrases from English to French</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<b>Cultural</b> – To understand what school life is like in France (timetable, lessons) <b>Social</b> – to understand different people's opinions of their school and subjects <b>Moral</b> – to explore and be respectful towards school life in different cultures

Literacy/Reading/Numeracy	Careers
<p><b>Literacy skills</b> are developed through grammar focus (present tense of -er verbs, adjective agreements and negatives).</p> <p><b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</p> <p><b>Numeracy skills</b> are developed through learning how to tell the time in French using an analogue clock.</p>	All language and travel-based careers such as a translator and interpreter.



# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** 7

**TERM:** Summer

**TITLE OF UNIT:** Les loisirs et ma ville = hobbies and my town

**WEEKS:** 12

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To learn how to express weather and seasons, applying the correct pronunciation.</li> <li>•To use 'il fait' and 'il y a' when expressing the weather.</li> <li>•To talk about what sports you play using either "jouer" or "faire" in the present tense.</li> <li>•To discover a range of sporting events that take place in Francophone countries.</li> <li>•To talk about what you like to do using the verb "aimer" and an infinitive verb.</li> <li>•To learn the vocabulary for rooms in a house and places in town.</li> <li>•To express your opinion about where you live and justify that opinion.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>•Writing – focusing on grammatical accuracy (adjectival agreements) and opinion phrases</li> <li>•Speaking – to describe a photo and to focus on the formulation of questions to ask someone about their school day</li> <li>•Translation - from French to English and simple phrases from English to French</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<b>Cultural</b> – To discover francophone sports and compare them to sports played in the UK. <b>Social</b> – to discover different towns in French speaking countries and different ways of life. <b>Moral</b> – to explore and be respectful towards culture and parts of the culture that may be different to what we are used to.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills</b> are developed through grammar focus (present tense of -er verbs, adjective agreements and negatives).</li> <li>•<b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</li> <li>•<b>Numeracy skills</b> are developed through using numbers to say how many rooms are in your house or how many amenities you have in your town.</li> </ul>	All language and travel-based careers such as a translator and interpreter.

**How will this topic be assessed?**

Writing: pupils will produce an extended paragraph of approximately 50 words to demonstrate knowledge of what sports you play and what is in your town use of opinions, reasons, connectives and at least two pronouns.

Year 8

French and

Spanish



# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** 8

**TERM:** Autumn

**TITLE OF UNIT:** Vive les vacances!

**WEEKS :** 12

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To discuss about a holiday in the future tense</li> <li>To use the negative in the future tense, so say what you are not going to do.</li> <li>To give a range of future opinions and reasons.</li> <li>To demonstrate the perfect tense to talk about a past holiday</li> <li>To recognise the difference in auxiliaries depending on the verb (Mrs Vandertramp)</li> <li>To give opinions in the past tense.</li> <li>Using future and past tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension: Associate phonemes and graphemes.</li> <li>Writing/ grammar accuracy: Create a 50 words extended piece of writing</li> <li>Reading comprehension: Identify key information in comprehension tasks</li> <li>Translation: French- English/ English - French</li> <li>Speaking: Use future and past to discuss what you are going to do and what you did in the past</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	<u>Tolerance</u> Democracy Rule of Law Mutual Respect Individual Liberty	<b>Cultural-</b> We look at life in a range of Francophone countries and how it contrasts to our own. <b>Moral:</b> behaving in a respectful and tolerant way to others from a different background <b>Spiritual:</b> The introduction of the sentence builder approach this year is developing self-efficacy in writing and therefore a sense of achievement.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li><b>Literacy skills;</b> are developed through grammar focus (future and past tense and negatives).</li> <li><b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Language and travel-based careers: Translator, teacher, interpreter, journalist ...</li> </ul>

How will this topic be assessed?
Pupils will demonstrate their knowledge of connective, opinions, reasons, use of different pronouns and a range of verbs in the perfect tense in a short writing assessment (approx. 50 words) and translation assessment (French-Eng). They will also demonstrate their skills in a Reading and Listening assessment.

# Scheme of Learning

**SUBJECT:** French  
**YEAR GROUP:** Y8  
**TERM:** Spring  
**TITLE OF UNIT :** Les loisirs  
**WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To give extended opinions about TV programmes.</li> <li>•To discover popular French TV programmes.</li> <li>•To discuss my TV viewing habits in 3 tenses.</li> <li>•To demonstrate knowledge of time phrases in past, present and future tense.</li> <li>•To create and perform a dialogue arranging to go to the cinema.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening comprehension: Associate phonemes and graphemes.</li> <li>•Writing/ grammar accuracy: Create 50 words extended piece of writing.</li> <li>•Translation: French- English/ English – French.</li> <li>•Reading comprehension: Identify key information in comprehension tasks and answer questions in French</li> <li>•Speaking: Use three tenses to answer questions about TV viewing habits and festivals.</li> <li>•Describe a photo (people, action, location, weather)</li> <li>•Transactional role play: at the cinema.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<u>Respect</u> <u>Courage</u> <u>Responsibility</u> Consideration <u>Intellectual Curiosity</u>	<u>Tolerance</u> Democracy Rule of Law Mutual Respect <u>Individual Liberty</u>	<b>Cultural-</b> We look at life in a range of Francophone countries and how it contrasts to our own. <b>Moral:</b> behaving in a respectful and tolerant way to others from a different background <b>Spiritual:</b> The introduction of the sentence builder approach this year is developing self-efficacy in writing and therefore a sense of achievement.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills:</b> are developed through grammar focus (present, near future and negatives).</li> <li>•<b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•Language and travel-based careers:</li> <li>•Translator,</li> <li>•Teacher, interpreter</li> <li>•, Journalist as well as event organiser (link to festivals).</li> </ul>

**How will this topic be assessed?**

Pupils will have regular vocab and grammar tests to promote knowledge recall which helps deepen understanding. In addition, they will demonstrate their written accuracy of opinions and reasons in a writing assessment. Pupils will also have the opportunity to demonstrate their knowledge of their range of tenses and photo description skills in a speaking assessment about TV viewing habits and through a cinema role play.



# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP :** Y8

**TERM:** Summer

**TITLE OF UNIT:** **On fait la fête!** Festivals

**WEEKS :** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge		Skills	
<ul style="list-style-type: none"> <li>•To discover a variety of francophone festivals/ celebrations.</li> <li>•To discuss our opinion of different celebrations and festivals in the present tense</li> <li>•To describe where you live and what leisure activities you can do there.</li> <li>•To discuss what can be done in your town using "On peut + infinitive"</li> <li>•To build on sports knowledge from Y7 by comparing sports.</li> </ul>		<ul style="list-style-type: none"> <li>•Listening for gist and comprehension tasks. Associating phonemes and graphemes and identifying a range of verbs in 3 tenses.</li> <li>•Reading- for gist and comprehension tasks. Finding relevant information in extended texts Identifying opinions and comparative words</li> <li>•Writing/ grammar accuracy: Focusing on the verb + infinitive structures ("on peut" and "infinitive)</li> <li>•Speaking: Developing confidence in GCSE style speaking tasks: Roleplay/Photocard. Applying pronunciation rules from previous topics to new phrases.</li> <li>•Translation - from French to English and from English to French</li> </ul>	
Core Values		British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty		<p><b>Cultural-</b> looking at life in a range of Francophone countries and how it contrasts to our own.</p> <p><b>Moral:</b> behaving in a respectful and tolerant way to others from a different background</p> <p><b>Spiritual:</b> developing a sense of self-efficacy in writing and therefore a sense of achievement through use of sentence builders.</p>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills:</b> are developed through the grammar focus on verb+ infinitive structures (On peut infinitive/comparatives).</li> <li>•<b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•Language and travel-based careers:</li> <li>•Translator,</li> <li>•Teacher, interpreter,</li> <li>•Journalist.</li> </ul>

### How will this topic be assessed?

Pupils will have regular vocab and grammar tests to promote knowledge recall which helps deepen understanding. Pupils will demonstrate their knowledge of topic vocabulary and grammar structures through a writing (90 words GCSE style writing task) and bi lateral translation. Listening skills, including dictation will be assessed on the topic of sports and home town.

# Scheme of Learning

**SUBJECT:** Spanish

**YEAR GROUP:** Y8

**TERM:** Autumn

**TITLE OF UNIT Me presento :** presenting myself    ¿Donde vives? – Where do you live?

**WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To learn how to pronounce key Spanish sounds</li> <li>•To learn numbers to be able to say how old you and your family members are and when you birthday is</li> <li>•To use possessive adjectives to talk about who is in your family</li> <li>•To use a range of adjectives to talk about someone's physical description and personality, as well as to describe your house and where you live</li> <li>•To agree all adjectives with the feminine and masculine nouns</li> <li>•To use the verb "tener" (to have) to say how many brothers and sisters you have</li> <li>•To use the verb "vivir" to say where you live</li> </ul>	<ul style="list-style-type: none"> <li>•Listening – associating phonemes and graphemes</li> <li>•Reading – identifying key information for the task</li> <li>•Translation – from Spanish to English and simple phrases from English to Spanish</li> <li>•Writing – creating an extended piece of writing (around 50 words)</li> <li>•Speaking – presenting yourself. Identifying different sounds from the Spanish alphabet</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural – to discover Spain and Spanish speaking countries around the world Social – to explore family life in Spain and how it differs to the UK Moral – behaving in a respectful and tolerant way to others from a different background and cultures

Literacy/Reading/Numeracy	Careers
<p><b>Literacy skills</b> are developed through grammar focus (present tense, adjective agreements and negatives) and reading short texts in the Target Language (focus on pronunciation)</p> <p><b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</p> <p><b>Numeracy skills</b> are developed through learning how numbers are formed in Spanish</p>	<p>All language and travel-based careers such as a translator and interpreter.</p>

**How will this topic be assessed?**

Pupils will demonstrate their knowledge of adjectives and agreements in the present tense in a short speaking task, presenting themselves.

They will also demonstrate their knowledge of descriptions and the verb "vivir" in a short writing assessment (approx. 50 words) and translation talking about where they live and a description of their house.

# Scheme of Learning

**SUBJECT** :Spanish

**YEAR GROUP** Y8:

**TERM:** Spring Term

**TITLE OF UNIT** **Mi casa y mi ciudad** - My house and my town

**WEEKS** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To build vocabulary to be able to describe rooms in your house and what is in your town</li> <li>•To give opinions on your house and town</li> <li>•To use "a", "some" or "many" to say what is in your town</li> <li>•To be able to answer the questions "where do you live?", "What is your house like?" and "What is in your town?"</li> <li>•To build on our bank of adjectives to describe our house and town</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions – GCSE dictation skill</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers. To practice reading aloud</li> <li>•Writing – focusing on grammatical accuracy (adjectival agreements), opinion phrases and the present tense</li> <li>•Speaking –to focus on the formulation of questions to ask someone's house and town – focus on pronunciation of tricky sounds</li> <li>•Translation – from Spanish to English and simple phrases from English to Spanish.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<b>Cultural</b> – To understand how Spanish houses differ to ones in the UK <b>Social</b> – to understand that people live in all different kinds of houses <b>Moral</b> – to explore and be respectful towards different cultures
Literacy/Reading/Numeracy		Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills;</b> are developed through grammar focus (The verb "vivir" to live, adjective agreements and negatives) and reading short texts in the Target Language (focus on pronunciation)</li> <li>•<b>Reading skills :</b> are developed through error spotting, reading for gist and comprehension tasks.</li> <li>•<b>Numeracy skills :</b> are developed through using Spanish numbers when talking about your house and town</li> </ul>		All language and travel based careers such as a translator and interpreter

**How will this topic be assessed?**

90-word writing about your house and town  
Listening, reading and translation assessment

# Scheme of Learning

**SUBJECT** :Spanish

**YEAR GROUP** :8

**TERM** Summer Term

**TITLE OF UNIT** **Mi insti** – my school     **Coco** - film study

**WEEKS** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge		Skills
<ul style="list-style-type: none"> <li>•To give your opinions on different school subjects using "me gusta"</li> <li>•To talk about your school timetable.</li> <li>•To be able to tell the time in Spanish.</li> <li>•To be able to say what you do in your school day</li> <li>•To be able to talk about what you do at break time using a variety of verbs in the present tense</li> <li>•To understand how the school day is different in a Spanish speaking country</li> <li>•To learn about South American culture surrounding the Day of the Dead through a film study of Coco.</li> <li>•Focusing on, cultural awareness, physical description, clothes, pets and food/drink during the film study</li> </ul>		<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions. GCSE dictation skill</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>•Writing – focusing on grammatical accuracy (adjectival agreements and present tense verbs), opinion phrases and the present tense</li> <li>•Speaking –to focus on the formulation of questions to ask someone about their school day</li> </ul>
Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<b>Cultural</b> – To understand what school life is like in Spain (timetable, lessons...). To learn about the culture in South America with a film study <b>Social</b> – to understand different people's opinions of their school and subjects <b>Moral</b> – to explore and be respectful towards school life in different cultures

Literacy/Reading/Numeracy	Careers
<p><b>Literacy skills</b> are developed through grammar focus (- ar verbs in the present tense) and reading short texts in the Target Language (focus on pronunciation)</p> <p><b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</p> <p><b>Numeracy skills</b> are developed through learning how to tell the time in Spanish using an analogue clock.</p>	All language and travel based careers such as a translator and interpreter
<b>How will this topic be assessed?</b>	
Film comprehension tasks throughout the study	

Year 9

French and

Spanish

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** Y9

**TERM:** Autumn

**TITLE OF UNIT:** **Projets d'avenir** : Future plans

**WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To embed knowledge of future tense (verb + infinitive structures)</li> <li>•To talk about future plans for next weekend (free time activities)</li> <li>•To discuss jobs that family members do, where they work and opinions.</li> <li>•To talk about what job you and others want to do in the future and give reasons why.</li> <li>•To discuss wider life plans and justify with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes in speech.</li> <li>•Reading- for gist and completing comprehension tasks. Identifying relevant information and differentiating time markers.</li> <li>•Writing: creating a 60-word text about my future plans in 2 tenses and showcasing a range of language.</li> <li>•Speaking: asking and answering questions about jobs and future plans in two tenses</li> <li>•Translation: identifying time markers and tenses in order to translate from English-French in present and future tense</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	Tolerance <b>Democracy</b> Rule of Law <b>Mutual Respect</b> <b>Individual Liberty</b>	<b>Cultural-</b> comparison of ways of jobs for young people in Francophone countries. <b>Social:</b> discussion of how different jobs contribute to our society. <b>Moral:</b> discussing ways we can help at home and others in the community.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills:</b> are developed through grammar focus (present, future tenses and modal verbs).</li> <li>•<b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.</li> </ul>	Entrepreneur Inventor Language skills leading to language/travel/international based careers such as translator/ interpreter/ foreign correspondent.

### How will this topic be assessed?

Pupils will demonstrate their understanding and knowledge of opinions, reasons and connectives in present and future time frames in a listening, reading and translation assessment, along with regular vocab and verb tests. Speaking: pupils will ask and answer a range of questions to demonstrate use of opinions, reasons and connectives, and a range of language on the future plans topic.

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** Y9

**TERM:** Spring

**TITLE OF UNIT:** La cuisine francophone : Food in francophone countries

**WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To give opinions and reasons about food preferences.</li> <li>•To discover francophone cuisine.</li> <li>•To use comparatives and superlatives</li> <li>•To use negatives to talk about what they and others don't/ never eat and justify.</li> <li>•To embed knowledge of 3 tenses to talk about food in past, present and future tense</li> <li>•To use the conditional tense and imperatives in role play situations: in a restaurant/ market place and making a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying negatives in speech.</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>•Writing: creating text of at least 60 words about food likes and dislikes, using a range of language.</li> <li>•Translation: identifying time markers and tenses in order to translate from English- French in three tenses</li> <li>•Speaking: Asking and answering questions on food preferences and performing role play tasks.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<u>Respect</u> Courage <u>Responsibility</u> <u>Consideration</u> <u>Intellectual Curiosity</u>	Tolerance <u>Democracy</u> Rule of Law Mutual Respect <u>Individual Liberty</u>	<b>Cultural-</b> comparison of the cuisine in Francophone countries. <b>Social:</b> discussion of what we can do to help others in our community and around the world. <b>Moral:</b> behaving in a respectful and tolerant way to others from a different background

Literacy/Reading/Numeracy	Careers
<b>Literacy skills:</b> are developed through grammar focus (present, past and negatives). <b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.	Environmental based careers Language/travel/international based careers such as translator/ interpreter/ foreign correspondent
<b>How will this topic be assessed?</b> Pupils will demonstrate their understanding and knowledge of opinions, reasons, comparisons in the present and past tense in a short translation assessment (French- English), along with a listening and reading comprehension assessment.	



# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** Y9

**TERM:** Summer

**TITLE OF UNIT:** Quand j'étais petit(e) et maintenant & film study : Les choristes

**WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To use the imperfect tense to talk about what I used to be like/ was interested in when I was younger.</li> <li>•To combine two tenses to compare this to what I am like/ interested in now.</li> <li>•To explore the Francophone world through the holiday topic.</li> <li>•To use transactional language in role play situations to ask for directions around town and buying travel tickets.</li> <li>•To learn about French culture through film: Les choristes</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and comprehension. Associating phonemes and graphemes in speech.</li> <li>•Reading- for gist and comprehension. Identifying relevant information and differentiating time markers.</li> <li>•Writing: creating a film review, giving opinions and recommendation on Les choristes.</li> <li>•Speaking: applying previous knowledge of French phonics to new vocab. Asking and answering questions in role play situations.</li> <li>•Photo description (of when they were younger) and follow up GCSE style questions.</li> <li>•Translation: identifying time markers and tenses in order to translate from English- French in 3 time frames</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<u>Respect</u> Courage <u>Responsibility</u> <u>Consideration</u> <u>Intellectual Curiosity</u>	Tolerance <u>Democracy</u> Rule of Law <u>Mutual Respect</u> <u>Individual Liberty</u>	<b>Cultural-</b> discovery of a popular French film.. <b>Social –</b> to discover different towns in French speaking countries and different ways of life. <b>Moral –</b> to explore and be respectful towards culture and parts of the culture that may be different to what we are used to.

Literacy/Reading/Numeracy	Careers
<b>Literacy skills</b> are developed through the grammar focus on combining a range of tenses (present, future tenses and modal verbs). <b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.	Language skills leading to language/travel/international based careers such as translator/ interpreter/ foreign correspondent.

How will this topic be assessed?
Pupils will demonstrate their understanding and knowledge of opinions, reasons and connectives in present and past time frames (imperfect and perfect tenses) in a short translation assessment (English-French), along with a grammar and reading comprehension assessment.  Speaking: pupils will present a photo of their younger selves and answer follow up questions (demonstrating a use of complex opinions, reasons, negatives, connectives) in a GCSE style task.  Writing: pupils will produce a film review of at least 60 words to demonstrate use of opinions, connectives, negatives and at least two tenses as part of the film study.

# Scheme of Learning

**SUBJECT:** Spanish

**YEAR GROUP:** Y9

**TERM:** Autumn

**TITLE OF UNIT** *Mi tiempo libre* : Freetime activities

**WEEKS** (: 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To practise pronounce key Spanish sounds with free time vocab</li> <li>•To use the verb “jugar” (to play-sports), “tocar” (to play- music) or hacer(to do) to talk about free-time activities</li> <li>•To use negatives to talk about what activities you don’t do</li> <li>•To use timephrases to describe your daily routine</li> </ul>	<ul style="list-style-type: none"> <li>•Listening – associating phonemes and graphemes</li> <li>•Reading – identifying key information for the task</li> <li>•Translation – from Spanish to English and simple phrases from English to Spanish</li> <li>•Speaking – Read aloud to demonstrate pronunciation and answer general conversation questions</li> <li>•</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural – to discover Spain and Spanish speaking countries around the world Social – to explore hobbies in Spain and how they differs to the UK Moral – behaving in a respectful and tolerant way to others from a different background and cultures

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy skills</b> ; are developed through grammar focus (present tense, adjective agreements and negatives) and reading short texts in the Target Language (focus on pronunciation).</li> <li>•<b>Reading skills</b> : are developed through error spotting, reading for gist and comprehension tasks.</li> <li>•<b>Numeracy skills:</b> are developed through recapping how to tell the time in Spanish.</li> </ul>	All language and travel based careers such as a translator and interpreter.

How will this topic be assessed?
Pupils will demonstrate their knowledge of free time activities with a translation and speaking assessment. They will read aloud a short text and answer general conversation questions.

# Scheme of Learning

**SUBJECT** Spanish  
**YEAR GROUP** Y9  
**TERM** Spring Term  
**TITLE OF UNIT** Mis vacaciones - My holidays  
**WEEKS** :12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To build vocabulary to be able to describe holidays in present and past tense</li> <li>•To give opinions on your holidays in 2 tenses.</li> <li>•To demonstrate use of the past tense to describe holiday activities.</li> <li>•To discover a variety of Spanish cuisine.</li> <li>•To give opinions on food.</li> <li>•To demonstrate knowledge of the future tense, to talk about what I am going to eat in the future.</li> <li>•To explain a Spanish recipe, using a variety of food and quantities</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions – GCSE dictation skill</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers. To practice reading aloud</li> <li>•Writing – focusing on grammatical accuracy (adjectival agreements), opinion phrases and 3 tenses.</li> <li>•Speaking –to focus on the formulation of questions to ask about food and holiday preferences – focus on pronunciation of tricky sounds</li> <li>•Translation – from Spanish to English and simple phrases</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	<b>Cultural</b> – To understand how Spanish cuisine differs to that in the UK <b>Social</b> – to understand the role that food play in the Spanish speaking world. <b>Moral</b> – to explore and be respectful towards different cultures

Literacy/Reading/Numeracy	Careers
<b>Literacy skills:</b> are developed through grammar focus ( 3 tenses ) and reading short texts in the Target Language (focus on pronunciation) <b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks. <b>Numeracy skills:</b> are developed through using Spanish numbers when talking about quantities of food	All language and travel based careers such as a translator and interpreter
<b>How will this topic be assessed?</b> 90-word writing about holidays, demonstrating knowledge of a range of language. Speaking assessment : Describing a photo and follow up questions on the topic of food.	



# Scheme of Learning

**SUBJECT** Spanish

**YEAR GROUP** Y9

**TERM** Summer Term

**TITLE OF UNIT** El trabajo - Work and future plans

**WEEKS** ;12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•To build knowledge of job vocab, including the difference between masculine and feminine.</li> <li>•To give opinions on a range of jobs.</li> <li>•To demonstrate use of the conditional tenses with a variety of pronouns, to talk about future plans.</li> <li>•To combine two tenses to describe future plans for work and life</li> </ul>	<ul style="list-style-type: none"> <li>•Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions. GCSE dictation skill</li> <li>•Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>•Writing – focusing on grammatical accuracy (adjectival agreements and future tense verbs), opinion phrases and the present tense</li> <li>•Speaking –to focus on the formulation of questions to ask someone about their future plans</li> <li>•Translation – from Spanish to English and simple phrases from English to Spanish</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	<b>Moral</b> – to explore and be respectful towards different cultures

Literacy/Reading/Numeracy	Careers
<b>Literacy skills:</b> are developed through grammar focus ( future tense) and reading more extended texts in the Target Language (focus on pronunciation) <b>Reading skills:</b> are developed through error spotting, reading for gist and comprehension tasks.	All language and travel based careers such as a translator and interpreter

How will this topic be assessed?
90 word writing task using 3 tenses and a range of language

# Languages Feedback Statement

## Key Stage Three: French & Spanish

- Separate books for assessments (R/W/L/S)
- Assessment feedback (including target) recorded in journal. This will be ticked off when re-drafting/ doing next piece of work).
- Writing and speaking: success criteria checklist shared prior to assessments.
- Students to highlight their target on the checklist ahead of the assessment, to allow them to focus on meeting their target.
- Reading, listening and regular vocab tests: peer assessed and teacher notes score, to track progress.
- Half termly assessments (alternating skills (R/W/L/Sp) so all skills are covered across the year.
- Whole class feedback collated and stuck into class books to allow students to refer to regularly in lessons (including common misconceptions, best phrases).
- Verbal feedback within every lesson to correct pronunciation and model correct and extended sentences.
- Regular teacher check of written work (short writing task or translation). Teacher to annotate pupil work through classroom circulation. This will be followed by highlighting and addressing common errors as a class → immediate and targeted feedback.