

French	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>Colours and Shapes G: adjectival agreement, opinion formation</p> <p>Using basic vocabulary of shapes and colours, students describe a series of paintings by Joan Miró</p>	<p>School G: telling time, definite articles</p> <p>Explain what subjects you study and when. This builds on opinion formation from 7.1 to express opinions on these subjects. Students also build cultural knowledge of French education system.</p>	<p>Family G: llamarse, tener, ser, present tense</p> <p>Describe family members and yourself (physically and personality). Students revise adjectival agreement from 7.1 and numbers from 7.2.</p>	<p>Home G: me gustaría vivir, opinión + VERB</p> <p>Describe where you live and where you would like to live. Students are introduced to a basic conditional structure that will be developed at 8.6/9.3.</p>	<p>Free time G: hacer vs. jugar, near future tense, weather phrases</p> <p>Say what sports you do depending on the weather. Students will expand on their use of opinion + VERB structures (7.4). Near future tense is introduced and used to expand on topic material from 7.4.</p>	<p>La perezosa impaciente G: Year recap</p> <p>Students use grammar and vocab gained through units 1-5 to read and analyse a short Spanish story. This will also be used as a starting point for freer written production.</p>
8	<p>Media G: present tense, negatives</p> <p>Give opinions on different genres of TV, film and books. Describe basic plot of a show or book. Student revisit opinions (7.2) and present tense conjugation (7.3). Students revisit negative structures (no/nunca) building on opinion formation.</p>	<p>Past Holidays G: preterit tense, lo pasó</p> <p>Students describe and ask/answer questions about a past holiday using the preterit tense. Students revisit weather phrases (7.5) and transform to the past timeframe. This will be used across following Yr8 units and unit 9.3/4.</p>	<p>Food G: opinions in preterit, food verbs</p> <p>Describe what you eat and drink at different meal times. Students say what they don't eat using negative structures (8.1). Students offer opinions (7.1) and say what they ate in a past special dinner (8.2).</p>	<p>Health G: me duele(n), modal verbs (se debe) comparative/superlative</p> <p>Evaluate whether you have a healthy diet or not, identify body parts and explain symptoms of illness in the present (8.1) and preterit (8.2) tenses. Students will revisit the near future (7.5) to explain resolutions for healthy living in the future. Students are introduced to modal verbs to express necessity, which are revisited in the context of school in 9.1.</p>	<p>Clothing G: conditional</p> <p>Describe what you normally wear and your opinions on wearing school uniform. Use comparatives and superlatives (8.4/5) to compare clothing and say what you would like to wear at school (7.4).</p>	

9	School		Latin America	Jobs		Pre-GCSE course
	<p>G: modal verbs, future phrases</p> <p>Describe the outline of the school day, building on knowledge introduced at 7.2 and using the preterit tense. Students will revisit the comparative and superlative structures (8.4) to compare subjects and teachers. Students also broaden their knowledge of modal phrases (8.4) to explain school rules and offer a justified opinion on these. Students also use a range of future phrases (quiero, pienso, espero) to say what subjects they would like to study in the future and why.</p>		<p>G: conditional, future phrases</p> <p>Explain the history of the conquest of the Americas and describe Cuban music. Explore current environmental issues in Latin America. Use the conditional tense (8.6) to suggest possible solutions.</p>	<p>G: modal verbs, imperfect tense (quería ser), simple future</p> <p>Explain what job you want to do in the future and what qualities are necessary using modal verbs. Use the basic form of the imperfect tense (that will be built upon at GCSE, 10.6) to say what you wanted to be when you were younger. Introduce simple future (9.1) and recap conditional (8.6) to talk about career ambitions.</p>		<p>Begin to build on the vocabulary and grammar that will be used at 10.1 through a range of GCSE-style reading, listening, speaking and writing tasks.</p>
10	Me, my family and friends	Hometown and neighbourhood	Free time	Eating out and Healthy living	My studies	Holidays and customs and festivals
	<p>G: Ser and Estar, present tense and reflexive verbs, present continuous</p> <p>Learning to describe what their friends and family are like, building on KS3 description vocabulary to include a wider variety of adjectives and complex structures. Describing relationships with family members</p>	<p>G: Using hay and había, irregular verbs in present tense, prepositions and directions, use of me gustaría + infinitive (9.3)</p> <p>Using the present tense to talk about what your local area is like and saying where you would like to live. Describing your home and ideal house</p>	<p>G: preterit tense, revisiting and consolidating KS3 knowledge</p> <p>Recap: 7.5 and 8.1</p> <p>Talking about what you do in your free time and something you did recently/a special event</p>	<p>G: future tense (immediate future vs simple future)</p> <p>Revisit content from 8.3 and 10.3, talking about how often you go out and when you will go out next</p> <p>G: Use of modal verbs 9.4</p> <p>Introducing imperfect tense as a chunk</p> <p>Talking about eating habits combining use of the present and the imperfect as well as saying what you should do/will do to be healthier. Talking about alcohol, drugs and smoking</p>	<p>G: consolidation of future tenses (9.1/4)</p> <p>Recapping KS3 topic of school taught in 7.2 and 9.1</p> <p>Talking about the good/bad aspects of school life, subjects and future plans</p>	<p>G: consolidation of preterit and imperfect and learning to use them together</p> <p>Recap 8.2 on holidays</p> <p>Talking about favourite holiday destinations, activities and describing a recent holiday in the past. Talk about an experience at a traditional festival using a mix of the simple past and the imperfect tense.</p>

<p>11</p>	<p>Marriage/partnership and relationships G: recap of future tenses and reflexive verbs Recap 10.1 Talking about future intentions for marriage and having a family. Describing relationships with family members in further detail</p>	<p>Technology G: Introduction of perfect tense and recap of other past tenses Recap 10.3 and 8.1 Talking about technology and how you use it and have used it recently. Discussing social media and its benefits and disadvantages</p>	<p>Global issues: Environment G: Use of si+ conditional tense (consolidating from y10) Recap: 10.4 and 9.3 Talking about environmental problems and ways of resolving/reducing them</p>	<p>Global issues: Charity work and poverty G: building on si clauses and subjunctive use for more advanced classes/pupils Talking about local issues regarding poverty, homelessness, drugs and crime and what must be done/what we would do to resolve the issues</p>	<p>Education post-16, career choices and ambitions G: Revisiting future tenses Recap 10.5 Talking about future plans (i.e. university) and career ambitions. Talking about what is needed to do certain jobs (linked to module 9.4)</p>	<p>Revision and preparation for exams</p>
<p>12</p>	<p>Traditional and modern values in Spain and Latin America G: imperfect and imperfect continuous, revising preterit and imperfect tenses together Describing the various types of 21st century Spanish family. Looking at attitudes to divorce, marriage and the Catholic Church and how they have changed since the Franco dictatorship. Cyberspace G: using the present and present continuous, ser and estar, using the future and the conditional Discussing the positive and negative aspects of the development of technology on Spanish and Hispanic</p>	<p>Equality in Hispanic society G: learning the various different perfect tenses Looking at women in the world of work. Discussing machismo and feminism and understanding changes to LGBT rights in the Hispanic world Film module: Volver Studying and analysing Volver by Pedro Almodovar. Learning how to analyse films</p>	<p>The influence of idols G: using indirect and direct object pronouns and the passive voice in Spanish Looking at the influence of singers, actors, models, footballers and whether they have a positive or negative influence on Hispanic society. Film module: Volver Studying and analysing Volver by Pedro Almodovar. Learning how to analyse films</p>	<p>Regional identity in Spain G: learning to use the present and perfect subjunctive Describing and discussing traditional Spanish customs, Spanish gastronomy and the various languages and dialects that are spoken around Spain. Film module: Volver Studying and analysing Volver by Pedro Almodovar. Learning how to analyse films</p>	<p>Cultural heritage G: using the subjunctive after verbs of emotion, surprise, doubt etc. Imperatives. Using demonstrative adjectives. Looking at pre-Columbian heritage and heritage sites and understanding the civilisations that contributed to the cultural heritage of Spain and Latin America. Also discussing Spanish and Latin American artists and architects and the diversity of Hispanic music and dance.</p>	<p>Como agua para chocolate: Introduction Introduction to literary analysis in Spanish and learning about the context in which the novel is set. Students study the timeline of the Mexican revolution through several short stories and are encouraged to reflect on how this might set the scene for the novel studied in Year 13.</p>

	society					
13	<p>Multiculturalism in Hispanic society: Immigration G: revising key tenses. Present, preterit and imperfect Discussing the causes and impacts of immigration in Spain and Latin America. Looking at illegal immigration in Spain and in Latin America; discussing the reasons why people are choosing to make dangerous choices to leave their countries Como Agua Para Chocolate book Reading and analysing the first few chapters.</p>	<p>Multiculturalism in Hispanic society: Racism and integration G: revising conditional and future tenses Discussing incidences of racism in Hispanic society and which groups are particularly marginalised. Looking at anti-racism campaigns. Then going on to discuss how certain ethnic groups co-exist in Hispanic society. Como Agua Para Chocolate book Reading and analysing chapters 4-9.</p>	<p>Monarchies and dictatorships G: revising subjunctive in various tenses Looking at the history of the monarchy in Spain and then studying the Franco era in further detail than when it was previously covered in year 12. Moving on to studying dictatorships in Latin America Como Agua Para Chocolate book Reading and analysing chapters 10-12</p>	<p>Popular movements in Spain and Latin America and young people in the Hispanic world G: Using if clauses with the subjunctive Looking at political movements and protests in Spanish speaking countries, particularly amongst the youth.</p>	Revision and preparation for the exam	

Spanish	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>Colours and Shapes G: adjectival agreement, opinion formation</p> <p>Using basic vocabulary of shapes and colours, students describe a series of paintings by Henri Matisse</p>	<p>School G: telling time, definite articles</p> <p>Explain what subjects you study and when. This builds on opinion formation from 7.1 to express opinions on these subjects. Students also build cultural knowledge of French education system.</p>	<p>Family G: avoir vs être</p> <p>Describe family members and yourself (physically and personality). Students revise adjectival agreement from 7.1 and numbers from 7.2.</p>	<p>Holidays G: present tense (-er), aller, faire</p> <p>Write where you go on holiday and why. Students are introduced to present tense conjugation. They will express opinions (7.1) on what they do and don't like to do.</p>	<p>Free time G: faire, near future tense, weather phrases</p> <p>Explain what sports you do depending on the weather. Students will expand on their use of faire (7.4) across the present tense. Near future tense is introduced and used to expand on topic material from 7.4</p>	<p>La Francophonie G: Year recap</p> <p>Students use grammar and vocab gained through units 1-5 to talk about countries in the French-speaking world: opinions, activities, holiday destinations, national sports etc.</p>
8	<p>Media G: present tense (-er), negatives</p> <p>Give opinions on different genres of TV, film and books. Describe basic plot of a show or book. Student revisit opinions (7.2) and present tense conjugation (7.4). Students are introduced to negative structures (ne...pas/jamais)</p>	<p>Past Holidays G: perfect tense, c'était</p> <p>Students describe and ask/answer questions about a past holiday using the perfect tense. This will be used across following Yr8 units and unit 9.3/4.</p>	<p>Food G: present tense (-re, boire, prendre)</p> <p>Describe what you eat and drink at different meal times. Students say what they don't eat using negative structures (8.1). Students offer opinions (7.1) and say what they ate in the past (8.2).</p>	<p>My place, your place G: prepositions of place, conditional tense, comparative/superlative</p> <p>Describe your house and rooms using prepositions of place. Use the comparative and superlative to compare houses. Students use the present (7.4), past (8.2) and future (7.5) timeframes to talk write about the home and activities (7.5) in three tenses. Students are introduced to the conditional tense to describe their ideal house. This will be built upon in the full paradigm to describe ideal holidays in 9.4/5.</p>	<p>Clothing G: comparative/superlatives</p> <p>Describe what you normally wear and your opinions on wearing school uniform. Use comparatives and superlatives (8.4/5) to compare clothing and say what you would like to wear at school (8.4/5)</p>	

9	<p style="text-align: center;">Healthy Living</p> <p>G: Faire vs. jouer, simple future tense</p> <p>Discuss the benefits of doing sport using opinions (7.1) and extended justifications. Use the simple future and near future tense (7.5) to describe your resolutions to stay in shape in the future. Discuss the topic of healthy living in three timeframes (8.4/5).</p>		<p style="text-align: center;">Jobs</p> <p>G: modal verbs, imperfect tense (je voulais)</p> <p>Explain what job you want to do in the future and what qualities are necessary using modal verbs. Use the basic form of the imperfect tense (that will be built upon at GCSE, 10.6) to say what you wanted to be when you were younger. Recap simple future (9.1) and conditional (8.4) to talk about career ambitions.</p>	<p style="text-align: center;">Holidays</p> <p>G: Si clauses</p> <p>Use knowledge of three timeframes built up over Years 7-9 to talk about what you normally do on holiday, a disastrous holiday from the past and your ideal holiday. Use modal verb phrases (9.3) to say what one can do in different destinations.</p>	<p style="text-align: center;">Pre-GCSE course</p> <p>Begin to build on the vocabulary and grammar that will be used at 10.1 through a range of GCSE-style reading, listening, speaking and writing tasks.</p>	
10	<p style="text-align: center;">Me, my family and friends</p> <p>G:, present tense and reflexive verbs, present continuous</p> <p>Learning to describe what their friends and family are like, building on KS3 description vocabulary to include a wider variety of adjectives and complex structures. Describing relationships with family members</p>	<p style="text-align: center;">Hometown and neighbourhood</p> <p>G: Using il y a, il y avait, irregular verbs in present tense, prepositions and directions, use of je voudrais + infinitive, conditional tense 8.4</p> <p>Using the present tense to talk about what your local area is like and saying where you would like to live. Describing your home and ideal house</p>	<p style="text-align: center;">Free time</p> <p>G: passé-composé tense 8.2, revisiting and consolidating KS3 knowledge</p> <p>Recap: year 7.5 and 8.1</p> <p>Talking about what you do in your free time and something you did recently/a special event</p>	<p style="text-align: center;">Eating out and Healthy living</p> <p>G: future tense (immediate future vs simple future)</p> <p>Linked to 8.3, and 9.1, 10.3 topic, talking about how often you go out and when you will go out next</p> <p>G: Use of modal verbs 9.3 Introducing imperfect tense as a chunk</p> <p>Talking about eating habits, combining use of the present and the imperfect as well as saying what you should do/will do to be healthier. Talking about</p>	<p style="text-align: center;">My studies</p> <p>G: consolidation of future tenses</p> <p>Recapping 7.2</p> <p>Talking about the good/bad aspects of school life, subjects and future plans</p>	<p style="text-align: center;">Holidays and customs and festivals</p> <p>G: consolidation of passé-composé and imperfect and learning to use them together</p> <p>Recap 8.2/9.4 On holidays 9.3 imperfect tense</p> <p>Talking about favourite holiday destinations, activities and describing a recent holiday in the past. Talk about an experience at a traditional festival using a mix of the passé-composé and the imperfect tense.</p>

				alcohol, drugs and smoking		
11	<p>Marriage/partnership and relationships G: recap of future tenses and reflexive verbs Recap 10.1 Talking about future intentions for marriage and having a family. Describing relationships with family members in further detail</p>	<p>Technology G: recap past tenses Recap 10.3 and 8. Talking about technology and how you use it and have used it recently. Discussing social media and its benefits and disadvantages</p>	<p>Global issues: Environment G: Use of si+ conditional tense (consolidating conditional from y10) Recap: 10.4 and 9.3 Talking about environmental problems and ways of resolving/reducing them</p>	<p>Global issues: Charity work and poverty G: building on Si clauses and subjunctive use for more advanced classes/pupils Talking about local issues regarding poverty, homelessness, drugs and crime and what must be done/what we would do to resolve the issues</p>	<p>Education post-16, career choices and ambitions G: Revisiting future tenses Recap 10.5 Talking about whether plans are to go to university and what career ambitions are. Talking about what is needed to do certain jobs (linked to module 9.4)</p>	<p>Revision and preparation for exams</p>
12	<p>French identity and stereotypes Cinema : Talk about the different aspects, the major developments and the evolution of French cinema Film study : La Haine (discussing themes, characters, social & cultural context in film) G:recap of present + perfect tenses</p>	<p>Family: Talk about trends in marriage and other forms of partnership. Discuss the merits & issues of family structures. Consider relations between generations. Film study : La Haine G: recap of conditional+ future tenses. Revision of 'si sentences'. Using perfect & imperfect together.</p>	<p>Francophone Music: Consider the popularity & the audience of contemporary francophone music. What are the threats to francophone music? Bénévolat: Examine the voluntary sector in France and its benefits. Cybersociety: Discuss how technology has transformed everyday life together with the dangers of technology and its future developments. G: Recognise & understand the past historic. Revision of the imperfect tense and intro to the subjunctive.</p>	<p>Bénévolat (as in term 3) Heritage: Understand the notion of heritage & its preservation. How do heritage sites market themselves? G: Revise the conditional and introduce the conditional perfect. Subjunctive consolidation</p>	<p>Revision Term : La Haine - cybersociety – Family – Heritage – Music – Cinema G: pluperfect tense + direct & indirect object pronouns.</p>	<p>Exclusion sociale: Examine different groups who are marginalised + measures to help them. Strikes and demonstrations: Understand the important role of unions + talk about strikes & protests and consider different methods and attitudes to strikes and protests. Le droit de vote: Discuss arguments relating to the vote and examine the French political system. Discuss engagement levels of young people and their influence on politics. La Politique: Discuss the future of politics and political engagement</p>

						G: subjunctive consolidation & passive voice.
13	<p>Exclusion sociale Strikes and demonstrations La Haine revision</p> <p>G: Revision of imperfect / pluperfect / perfect tenses</p>	<p>Exclusion sociale Immigration: Discuss some of the political issues concerning immigration in the francophone world. Consider the viewpoints of migrants and political parties on immigration. G: Future and conditional verbs followed by à + de Consolidation of historic past.</p>	<p>Criminalité: Examine different attitudes to crime. Discuss prison and its merits and problems. Consider alternative forms of punishment. Société diverse: Consider the benefits of living in an ethnically diverse society. Consider the need for tolerance and respect of diversity. G: imperfect + pluperfect tenses Subject and object pronouns Subjunctive revision</p>	<p>Revision IRP Practice different tenses with ‘si’</p>	Preparation for exams	

Subject Rationale – Modern Foreign Languages

‘The limits of my language are the limits of my world.’
— Ludwig Wittgenstein

The study of a modern foreign language forms an integral part of any knowledge-rich curriculum. Students will find great joy in a deep understanding of a foreign language, being able to express meaning across linguistic divides and in its logic and structure, built meaningfully over time. This curriculum will enable students to build accurate reception and production of the Spanish and French languages and will empower them to exist within the language with authenticity.

Our MFL curriculum is predicated on the understanding that students learn language best through the acquisition of highly generative chunks of language that can be manipulated and unpacked to serve different functions. Such chunks, handled with a practised flexibility, will serve as a powerful gateway to fluency and spontaneity.

At KS3, our curriculum takes a topic driven approach to language acquisition. Though some students will have studied Spanish and French at KS2, experiences will have been diverse and the mixed picture of MFL provision at the primary phase means that we must assume very little knowledge of foreign languages upon arrival in Year 7.

KS3 students will use carefully designed sentence builders that contain deliberately sequenced grammatical and lexical chunks which will be extensively recalled in speech and writing. Together with a strong verb lexicon, students will learn to manipulate the words and grammar within these chunks to fit different functions and themes, thus scaffolding autonomy and fluency in production. Interleaving of such lexical and grammatical structures across a range of semantic contexts will ensure these structures are durably embedded within students' memories and that students can use such structures spontaneously and flexibly. This flexibility is further developed at KS4 and KS5, at which point students tackle increasingly aspirational and linguistically demanding themes such cultural patrimony, monarchy, dictatorship, and literary and cinematic studies. Upon leaving in Year 13, our French and Spanish students will have developed a confident and fluent approach to foreign language use but they will also have built a rich cultural understanding of the Hispanophone and Francophone world.

Students will be supported at all levels in acquiring unashamedly ambitious and culturally authentic language that they will use to express themselves with native-like fluency in Spanish and French. We believe that learning challenging, idiomatic language will both help students to expand their lexicon and provide important opportunities to foster intercultural competence.

We recognise the immense value of cultural capital and knowledge of communicative strategies within a foreign language. To that end, learners will encounter authentic and semi-authentic, culturally-rich and developmentally appropriate material at several points in the curriculum. Furthermore, since we understand that proficient users of a foreign language deploy a range of strategies to aid their comprehension and production, students will benefit from the explicit teaching of decoding and parsing skills, habits of listening and strategies for circumlocution in speech and writing.