

French Curriculum Map

Intent

The French curriculum aims to inspire students to become strong communicators in both Writing and Speaking, to understand gist and details in extracts from a range of authentic sources. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Through a knowledge rich curriculum, students acquire an in depth understanding of the core vocabulary and grammatical structures, which they can use and manipulate in a range of context. Our intent is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The French curriculum is delivered through a wide range of activities focusing on developing the key four languages skills (Listening, Speaking, Reading and Writing) via Visual Auditory and Kinaesthetic methods. By the end of Year 11, students need to be operating as learners with some degree of independence in order to achieve the highest levels in the GCSE examinations. They will have a systematic knowledge of the vocabulary, grammar, and the sound and spelling systems of their new language. They will have had the opportunity to reinforce this knowledge with extensive planned practice and use, in order to build the skills needed for communication. The content of the new language is taught in a creative and stimulating way to widen students' knowledge of the culture, history and literature of speakers of French. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Implementation

Term	1	2	3	4	5	6
Year 7	<p><u>Je me présente</u></p> <p>Students will be able to introduce themselves and use a range of greetings. Students can pronounce all the letters in the alphabet and count to 31. They will be able to understand key details on shorts written and audio extracts.</p> <p>Students are starting to use a range of opinions and simple justifications. This module will focus on cognates and simple vocabulary and structures, using basic connectives such as “et” and “mais”.</p> <p>Students will be able to interact with the teacher and peers using the target language.</p>	<p><u>Comment es-tu?</u></p> <p>In this module, students are developing their awareness of sentence structures when describing self and others. They understand the adjectival agreement and word order with talking about their personality and their physical features. They are building their knowledge of vocabulary with a particular focus on adjective. Students will also develop their cultural understanding through the study of Christmas traditions in France and the French-speaking world. Songs, poems and authentic materials will support this element of the curriculum.</p>		<p><u>Au college</u></p> <p>Students will secure their knowledge of vocabulary and structures related to school, subjects, opinions and justifications. They will be able to describe a timetable using the 12-hour clock. They will also learn how to talk about activities they do at break time and after school.</p> <p>Students will be able to talk about past events using simple key structures studied in context.</p>	<p><u>Chez moi</u></p> <p>Students will acquire vocabulary about types of houses, and giving simple opinions about their home. They will also learn how to describe location, using a range of prepositions. This will give students a good introduction on how to start to form more complex sentences. They will continue to practice photo descriptions related to the topic of house. This unit will provide an introduction to Theme 2 of the GCSE curriculum. In terms of culture, students will study the different types of housing in France and the French speaking countries. They will familiarise themselves with the habitat and living conditions of other children in the world.</p>	Revision and preparation for UL end of year assessments
Year 8	<p><u>La télé et le ciné</u></p> <p>Students will use a range of sentences in the target language to interact with the teacher and peers, including asking permission and giving excuses. Students will secure their knowledge of vocabulary and structures related to TV programmes, films and reading. By the end of the module students will be able to talk about television</p>	<p><u>En voyage à Paris</u></p> <p>Students will be able to describe someone’s trip to Paris using a range of sentences in the past tense, referring to monuments and cultural activities. . By the end of the module students will be able to say what someone did in Paris, use the perfect tense of regular verbs, understand information about a tourist</p>	<p><u>On sort</u></p> <p>Students will revisit basic content in French from Y7 on how to introduce and give basic information about themselves. They will then learn vocabulary related to free time and will review different opinion phrases for talking about different activities. They will also practise the endings of regular verbs in the present tense seen in Y7 in</p>	<p><u>Ma ville</u></p> <p>Students will learn additional house-related vocabulary to help them to describe a holiday home, revisiting and building on adjectives learnt in Y7. They will also learn about how to ask for and give directions, as well as activities undertaken at holiday camps. Students will learn how to form the comparative and superlative,</p>	<p><u>En vacances</u></p> <p>Students will learn how to describe their holidays using the three to four different tenses seen throughout the year. They will continue photo description practice, as well as other valuable exam skills. They will spend time revising all content seen throughout the year ahead of the</p>	Revision and preparation for UL end of year assessments

	<p>programmes & films, use the present tense of – er verbs (all 6 forms), talk about reading and activities using the Past tense of ER verbs.</p> <p>This unit will provide an introduction to Theme 1 of the GCSE curriculum</p>	<p>attraction and say where someone went and how they travel.</p> <p>They will continue to practice photo descriptions related to the topic of holidays</p>	<p>more depth. Students will gain knowledge of vocabulary related to mobiles, music, and hobbies, so that they can give information about what they do in their free time. Students will then study the past tense in-depth and will start using two tenses together.</p> <p>This unit prepares them for their study of free time activities in Y11. Students will also focus on describing photo cards to prepare them for Theme 1 of their GCSE.</p>	<p>as well as practicing using three tenses together. They will continue to practice photo descriptions related to the topic. This unit will help students prepare for Theme 2 of the GCSE exam (home, town neighbourhood and region). The cultural focus will be on festivals in France, as there is a wide range of festivals that differ hugely from any that we celebrate in the UK.</p>	<p>end of year assessment, with a particular focus on translation skills, as this is something they will have to do in their GCSE</p>	
Year 9	<p><u>Ma vie sociale</u></p> <p>Students will apply their knowledge and understanding of a range of grammatical structures and key core vocabulary in a new context. This module will be focusing on deepening their linguistic skills. By the end of the module students will be able to talk about social media, using present, past and future tenses, give opinions about someone, using direct object pronouns, arrange to go out.</p> <p>They will continue to practice photo descriptions related to the topic of technology.</p>	<p><u>Bien dans sa peau</u></p> <p>Students will continue to develop their knowledge and understanding of Grammar, Conjugation and complex structures in the context of healthy living. This module will focus on developing Speaking skills, enabling students to speak coherently and confidently and preparing for a conversation. By the end of the module students will be able to say where it hurts, talk about sports and how to keep fit. They will also be able to give advice on how to stay healthy, using a range of structures including modal verbs.</p> <p>This unit prepares them for their study of healthy lifestyle in Y11. Students will also focus on describing photo cards to prepare them for Theme 1 of their GCSE.</p>	<p><u>Au boulot</u></p> <p>Students will learn different jobs and the tasks and skills that they involve. They will practice the conditional and the near future tense by talking about what they would like to do and what plans they have for the future. They will practice photo descriptions related to jobs and the working environment. This unit will prepare students for Theme 3 of the GCSE exam, which focuses on future study and employment. In terms of culture, students will revisit Christmas traditions in France, but focussing on the more complex GCSE content.</p>	<p><u>Notre monde</u></p> <p>Students will study different social and global issues and thereby improve their social and environmental understanding through the target language. They will study different problems around the world, and what can be done to protect the environment. Students will be introduced to the imperfect tense in the context of talking about how towns and cities have changed. They will continue to practice photo descriptions related to the content of the unit. This will prepare them for Theme 2 of their GCSE exam. In terms of culture, students will revisit Easter traditions in the French speaking world but focussing on the more complex GCSE content.</p>	<p><u>On voyage</u></p> <p>Students will study how to meet and greet new acquaintances. They will recap the comparative and superlative forms in the context of cities. They will be introduced to the simple future tense. They will then spend time revising all content seen throughout the year ahead of the end of year assessment. The cultural focus will be on the 14th July, Bastille Day, a festival celebrated everywhere in France where thousands of people gather to celebrate the anniversary of the French Revolution. They will watch the film “Amrie-Antoinette”, which will them insight into what the monarchy was like prior to the Revolution in 1789.</p>	<p>Revision and preparation for UL end of year assessments</p>

<p>Year 10</p>	<p><u>Ma famille et moi</u></p> <p>Students will revisit core KS3 vocabulary related to personal details, numbers and alphabet. This module will be focusing on deepening their linguistic skills. By the end of the module students will be able to talk about self and family, relationships and how they get on with others, describe their plans for the future (marriage, children, etc...). The grammar focus will be on consolidating their knowledge of the 3 tenses (Je)</p> <p>They will continue to practice photo descriptions related to the topic of family and relationships.</p>	<p><u>On garde le contact</u></p> <p>Students will continue to develop their knowledge and understanding of Grammar, Conjugation and complex structures in the context of technology. This module will focus on developing Speaking skills, enabling students to speak coherently and confidently and preparing for a conversation. They will be able to describe how they use social media, the benefits and disadvantages of social media and technology in general. The grammar focus will be on consolidating their knowledge of irregular verbs in the Present tense as well as infinitive structures using “avec” and “sans”.</p> <p>Students will also focus on describing photo cards to prepare them for Theme 1 of their GCSE.</p>	<p><u>Mes passe-temps</u></p> <p>Students will build upon their knowledge of free-time activities as seen in Y7, 8 and 9, as well as content related to TV programmes, sports, music and role models. They will talk about what they usually do and will practice using the perfect tense. This theme will also include describing favourite cuisine and eating out.</p> <p>Students will start working on Role-Play cards related to this topic.</p> <p>Photocard practice will be based on free-time activities, and students will start completing a Speaking booklet in preparation for their GCSE exam.</p>	<p><u>On fête ça</u></p> <p>Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival, as well as continuing to practice photo descriptions. They will continue to complete a speaking booklet in preparation for their GCSE exam. Role-Plays preparation will revisit prior topics as well as arranging to go to a party.</p> <p>Photocard practice will be based on celebrations, and students will start completing a Speaking booklet in preparation for their GCSE exam.</p>	<p><u>Là ou j’habite</u></p> <p>Students will build upon content seen in Y7, 8 and 9 related to their home, local area and life in the city/countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. The grammar focus will be on negative structures such as “ne...plus” etc...</p> <p>They will continue to practice using 3 tenses together and describing photos.</p> <p>Students will complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p><u>Les associations caritatives</u></p> <p>In this module students will discover about a range of charities which support people in need in France and the French speaking world. Students will be able to talk about volunteering, its benefits and how they can help the community. Revision and preparation for end of year assessments – 2018 GCSE paper</p>
<p>Year 11</p>	<p><u>L’environnement</u></p> <p>Students will revisit the topic of the environment, lifestyle and global and social issues seen in Y9. They will study looking after the environment at home, serious global problems, how we can try to address them, and how to lead a healthy lifestyle. They will review how to both recognise and be able to produce different tenses. The grammar focus will be on using “si” and key structures in the Subjunctive.</p> <p>Photo description practice will be based on lifestyle and the environment, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p><u>Les vacances</u></p> <p>Students will focus on international areas of interest by studying holidays. They will revise the present tense and using two past tenses together (the preterit and imperfect). They will then practice using four tenses together. They will build upon holiday vocabulary seen in KS3, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. Students can use this knowledge if they travel abroad. They will continue practicing photo descriptions, but with two extra questions in order to simulate what they will have to prepare in the GCSE exam. Students will complete a speaking and writing booklet in preparation for their GCSE exam.</p> <p>Preparation for 1st Mock exams - 2018 GCSE paper including individual Speaking assessment.</p>	<p><u>Ma journée scolaire</u></p> <p>Students will revisit and build upon the topic of school introduced in KS3. They will study school subjects, rules, uniform, facilities, clubs and achievements. They will also talk about different problems in schools. They will continue to practice using four tenses together, as well as regularly practicing photo descriptions with two extra questions, based on the topic of school. The grammar focus will be on Conditional and modal verbs.</p> <p>Feedback lessons following their performance in the Mock exams will be crucial to determine which skills individual students need to develop.</p> <p>Students will continue to complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p><u>L’orientation</u></p> <p>Students will review describing jobs, advantages and disadvantages. Students will build upon content seen in will apply knowledge from Y9 related to jobs and preferences. They will practice using the preterit and imperfect together to talk about work experience and discussing plans for the future. Photocard practice will be based on the topic of work, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam. Role-Plays preparation will revisit prior topics as well as future career plans. Photocard practice will cover all topics.</p>	<p><u>Exam practise:</u></p> <p>Revision of all main topics. Speaking practice based on photocard, general conversation and role-play.</p>	<p>Exams</p>

Term	1	2	3	4	5	6
Year 12	<p>Theme 1a:Aspects of French Speaking society Unit 1: La famille en voie de changement)</p> <p>Students will be able to describe the various types of 21st century French family and how these differ from the family model of the past. They will understand trends in marriage and how modern and traditional values differ</p> <p>Understand the situation regarding divorce. Also, they will understand the secular history of France and discuss changes in the influence of the religious movements. Introduction and study of the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment.</p>	<p>Theme 1a: Unit 2 -La « cyber-société »</p> <p>Students will be able to discuss the positive and/or negative influence of the Internet and effect of smartphones. They will be able to consider the type of influence social networks have on society.</p> <p>In Grammar they will be able to manipulate Present tense, use comparatives and superlatives, know when to use a range of personal pronouns according to their grammatical function.</p> <p>When practicing writing skills, students will be able to use idiomatic expressions with impersonal verbs.</p> <p>They will develop their translation skills with regular practice from English to French and vice versa.</p>	<p>Theme 1a Unit 3 – Le rôle du bénévolat</p> <p>Students will be able to discuss the volunteers in France, the main charities working in France and the French speaking world. They will explore the impact of charity work and the benefits for volunteers to contribute. They will discuss the value of volunteering and its impact on society, how charities work hand in hand with government initiatives to support the most vulnerable. Students will also be able to describe the recent changes in France and the French speaking world which have led to a greater need for volunteers.</p> <p>In Grammar they will master the use the perfect tense and the pluperfect tense.</p>	<p>Theme 2a -Artistic culture in the French-speaking world Unit 1: Une culture fière de son patrimoine</p> <p>Students will explore the concept of heritage and how it can be defined. They will understand how civilisations contributed to the cultural heritage of France and the French speaking world. They will explore the French speaking artists and the role of architecture in France. When studying the French speaking cultural heritage, they will understand the diversity of French music and dance.</p> <p>In Grammar they will consolidate their knowledge of the subjunctive by using it efficiently after verbs of emotion,</p> <p>Introduction to the film “La Haine”, discussing the vocabulary of cinema, the plot, characters, themes, social environment, and techniques and style.</p>	<p>Theme 2a Unit 2: La musique francophone contemporaine</p> <p>Students will explore the range of music genre which have popular over the years and how the music industry has developed recently with French speaking artists able to sell worldwide. Students will discuss the positive and/or negative influence singers and musicians have on people, the effect TV and cinema stars have in our society. They will also consider the type of influence fashion.</p> <p>Students will prepare a MOCK Individual research Project based on a key theme of the film “La Haine”.</p>	<p>Theme 2a Unit 3: Cinéma : le septième art</p> <p>Students will develop a good understanding of the concept of 7th Art when talking about cinema. They will discuss how passionate French are about cinema and how popular the 7th Art is in France. They will also understand how cinema has evolved and its impact on the current economy.</p> <p>Revision and preparation for Mock A Level exams, including Speaking exams.</p> <p>Summer independent work: reading of the book “Kiffe Kiffe demain”</p>
Year 13	<p>Theme 1b: Aspects of French-speaking society: current issues Unit 1: Les aspects positifs d'une société diverse</p> <p>Students will be able to discuss the positive aspects of a diverse and multicultural society. They will study the concept of Liberty, equality and fraternity which underpins the values of the French republic. They will discuss diversity, tolerance and respect and how these values are promoted and secured.</p> <p>When writing, students will vary vocabulary by using synonyms. Introduction to the book: “Kiffe Kiffe demain” including links to unit on traditional values in Spain during Franco’s regime. Students will have read the book independently during</p>	<p>Theme 1b: Unit 3: Comment on traite les criminels</p> <p>Students will develop a strong understanding of how France deals with criminality, the evolution of sanctions and the current systems which work alongside the prison system. Students will discuss the success and failure of the prison system, both in France and the French speaking world. They will then look at how alternative sanctions can be applied and the impact they have on criminal rates.</p> <p>Preparation for 1st Mock exams - 2018 A Level paper including individual Speaking assessment.</p>	<p>Theme 2b: Aspects of political life in the French-speaking world Unit 1 – Les ados, le droit de vote et l’engagement politique</p> <p>Students will discuss the importance of politics in young people’s lives and understand why their attitude to politics is changing. They will look at the unemployment situation amongst young people nowadays and how it is affecting them. This will enable students to describe the type of society young people in the French world want to live in.</p> <p>Unit 2 : manifestations, grèves – à qui le pouvoir ?</p> <p>Students will study how trade unions emerged and developed. They will explore the strength of unions in France and the French speaking world.</p>	<p>Theme 2b: Unit 3: La politique et l’immigration</p> <p>Students will be able to discuss the positive and negative aspects of immigration, secure a good understanding of immigration in the French-speaking world and discuss what problems illegal migrants might face. When writing, students will vary vocabulary by using synonyms.</p> <p>In grammar, students will consolidate their knowledge of the Passive voice.</p> <p>Exam skills preparation will focus on inferring meaning from listening and Reading.</p>	<p>Exam practise:</p> <p>Revision of all main topics. Speaking practice based on photo cards.</p>	

	<p>the Summer holidays and will have already identified the key themes</p> <p>Unit 2: Quelle vie pour les marginalisés ?</p> <p>Students will develop a strong understanding of what « being marginalised » mean and how people can be affected in their very day life. Students will explore the range of support available for the different groups of individuals who might fall into the marginalised category (disability, socio-economic factors, single parents, ethnic groups, etc...). Students will study the attitudes of French society towards the different groups of marginalised.</p>		<p>Students will also discuss the impact of protests and strikes and how they are intrinsic to French culture or not. In this module students will study of range of case studies or historic examples of how workers' rights have evolved thanks to solidarity of the work force.</p>			
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Impact:

To ensure that all students achieve mastery in specified knowledge, students are formatively assessed twice termly and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through weekly tests in all key stages. Regular feedback is given on the progress made in the four main skills: reading, listening, writing and speaking. The French curriculum will ensure to fill in gaps and build bridges for students whilst continuing to aim high. Students will acquire systematic knowledge by completing planned practice of the vocabulary, grammar and phonics. The impact of the curriculum upon students becoming linguists who can communicate effectively in the target language is assessed through students' participation during lessons and their engagement with homework tasks.

Spanish Curriculum Map

Intent

The Spanish curriculum aims to inspire students to become strong communicators in both Writing and Speaking, to understand gist and details in extracts from a range of authentic sources. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Through a knowledge rich curriculum, students acquire an in depth understanding of the core vocabulary and grammatical structures, which they can use and manipulate in a range of context. Our intent is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The Spanish curriculum is delivered through a wide range of activities focusing on developing the key four languages skills (Listening, Speaking, Reading and Writing) via Visual Auditory and Kinaesthetic methods. By the end of Year 11, students need to be operating as learners with some degree of independence to achieve the highest levels in the GCSE examinations. They will have a systematic knowledge of the vocabulary, grammar, and the sound and spelling systems of their new language. They will have had the opportunity to reinforce this knowledge with extensive planned practice and use, to build the skills needed for communication. The content of the new language is taught in a creative and stimulating way to widen students' knowledge of the culture, history and literature of speakers of French. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Implementation

Term	1	2	3	4	5	6
Year 7	<p style="text-align: center;"><u>Yo soy you</u></p> <p>Students will be able to introduce themselves and use a range of greetings. Students can pronounce all the letters in the alphabet and count to 31. They will be able to understand key details on shorts written and audio extracts.</p> <p>Students are starting to use a range of opinions and simple justifications. This module will focus on cognates and simple vocabulary and structures, using basic connectives such as “y” and “pero”.</p> <p>Students will be able to interact with the teacher and peers using the target language.</p>	<p style="text-align: center;"><u>Como eres?</u></p> <p>In this module, students are developing their awareness of sentence structures when describing self and others. They understand the adjectival agreement and word order with talking about their personality and their physical features. They are building their knowledge of vocabulary with a particular focus on adjective. Students will also develop their cultural understanding through the study of Christmas traditions in France and the French-speaking world. Songs, poems and authentic materials will support this element of the curriculum.</p>	<p style="text-align: center;"><u>Al colegio</u></p> <p>Students will secure their knowledge of vocabulary and structures related to school, subjects, opinions and justifications. They will be able to describe a timetable using the 12-hour clock. They will also learn how to talk about activities they do at break time and after school.</p> <p>Students will be able to talk about past events using simple key structures studied in context.</p>	<p style="text-align: center;"><u>En mi casa</u></p> <p>Students will acquire vocabulary about types of houses and giving simple opinions about their home. They will also learn how to describe location, using a range of prepositions. This will give students a good introduction on how to start to form more complex sentences. They will continue to practice photo descriptions related to the topic of house. This unit will provide an introduction to Theme 2 of the GCSE curriculum. In terms of culture, students will study the different types of housing. They will familiarise themselves with the habitat and living conditions of other children in the world.</p>	<p style="text-align: center;">Revision and preparation for UL end of year assessments</p>	
Year 8	<p style="text-align: center;"><u>Todo sobre mi vida</u></p> <p>Students will revisit basic content in Spanish or French from Y7 on how to introduce and give basic information about themselves. They will then learn vocabulary related to free time and will review different opinion phrases for talking about different activities. They will also practise the endings of regular verbs in the present tense seen in Y7 in more depth. Students will gain knowledge of vocabulary</p>	<p style="text-align: center;"><u>¡ A comer!</u></p> <p>Students will come across vocabulary related to food and drink, and how to order in a restaurant. In terms of grammar, they will revisit the near future tense seen in Y7 and more opinion phrases. The preterit tense will be reviewed in the context of describing what food and drink they had on a special occasion.</p> <p>Students will come across reflexive verbs in the context of their daily</p>	<p style="text-align: center;"><u>¿Qué hacemos?</u></p> <p>Students will practice arranging to go out and making plans with friends. The grammar focus will be on the conditional tense and prepositions. Stem-changing verbs like ‘poder’ (to be able to) and ‘querer’ (to want) seen in Y7 will also be revisited in the context of making excuses as to why they cannot go out. Students will come across reflexive verbs in the context of their daily routine, as well as vocabulary</p>	<p style="text-align: center;"><u>Operación verano</u></p> <p>Students will learn additional house-related vocabulary to help them to describe a holiday home, revisiting and building on adjectives learnt in Y7. They will also learn about how to ask for and give directions, as well as activities undertaken at holiday camps. Students will learn how to form the comparative and superlative in Spanish, as well as practicing using three tenses together. They will</p>	<p style="text-align: center;"><u>Mis vacaciones</u></p> <p>Students will learn how to describe their holidays using the three to four different tenses seen throughout the year. They will continue photo description practice, as well as other valuable exam skills. They will spend time revising all content seen throughout the year ahead of the end of year assessment, with a particular focus on translation</p>	<p style="text-align: center;">Revision and preparation for UL end of year assessments</p>

	related to mobiles, music, TV and hobbies, so that they can give information about what they do in their free time. Students will then study the preterit tense in-depth and will start using two tenses together. This unit prepares them for their study of free time activities in Y11.	routine, as well as vocabulary related to clothes, and deciding what to wear.	related to clothes, and deciding what to wear. They will practice using three tenses together. Students will continue to practice photo descriptions related to the topic. The cultural focus will be on carnival in Spanish-speaking countries, so that students can continue learning about how this festival is celebrated across the world.	continue to practice photo descriptions related to the topic. This unit will help students prepare for Theme 2 of the GCSE exam (home, town neighbourhood and region). The cultural focus will be on festivals in Spain, as there is a wide range of festivals that differ hugely from any that we celebrate in the UK.	skills, as this is something they will have to do in their GCSE.	
Year 9	<p style="text-align: center;"><u>Somos asi</u></p> <p>Students will revisit free time activities studied in Y8. They will also gain more vocabulary related to TV, music and film. They will revisit the past and present tense learnt in Y7 and 8 and practice the near future tense by talking about films and activities they are going to do. They will continue working on using three tenses together and will practice photo descriptions related to the content of the unit. There will be an extra question on the photo descriptions in order to build upon this skill. This unit will prepare students for Theme 1 of their GCSE. In terms of culture, students will compare Halloween traditions in Spain and England, exploring the similarities and differences.</p>	<p style="text-align: center;"><u>Orientate</u></p> <p>Students will learn different jobs and the tasks and skills that they involve. They will practice the conditional and the near future tense by talking about what they would like to do and what plans they have for the future. They will practice photo descriptions related to jobs and the working environment. This unit will prepare students for Theme 3 of the GCSE exam, which focuses on future study and employment. In terms of culture, students will revisit Christmas traditions in Spain, but focussing on the more complex GCSE content.</p>	<p style="text-align: center;"><u>En forma</u></p> <p>Students will revisit daily routines and reflexive verbs in the context of describing their lifestyle. They will also build on the food and drink vocabulary seen in Year 8 and will practice giving advice on what you should and should not do if you want to lead a healthy lifestyle and keep fit. Students will be introduced to direct object pronouns. They will practice photo descriptions related to lifestyle. This unit will prepare them for Theme 2 of their GCSE exam. In terms of culture, students will revisit carnival, but focussing on the more complex GCSE content</p>	<p style="text-align: center;"><u>Jovenes en accion</u></p> <p>Students will study different social and global issues and thereby improve their social and environmental understanding through the target language. They will study different problems around the world, and what can be done to protect the environment. Students will be introduced to the imperfect tense in the context of talking about how towns and cities have changed. They will continue to practice photo descriptions related to the content of the unit. This will prepare them for Theme 2 of their GCSE exam. In terms of culture, students will revisit Easter traditions in Spain, but focussing on the more complex GCSE content.</p>	<p style="text-align: center;"><u>Una aventura en España</u></p> <p>Students will study how to meet and greet new acquaintances. They will recap the comparative and superlative forms in the context of cities. They will be introduced to the simple future tense. They will then spend time revising all content seen throughout the year ahead of the end of year assessment. The cultural focus will be on the Spanish festival 'La Tomatina', a festival celebrated in Valencia where thousands of people gather to throw tomatoes at each other, as this features in Theme 1 of the GCSE exam and gives students an insight into Spanish culture.</p>	Revision and preparation for UL end of year assessments
Year 10	<p style="text-align: center;"><u>Desconéctate (Theme 2)</u></p> <p>Students will focus on international areas of interest by studying holidays. They will revise the present tense and using two past tenses together (the preterit and imperfect). They will then practice using four tenses together. They will build upon holiday vocabulary seen in Y8, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. Students can use this knowledge if they travel abroad. They will continue practicing photo</p>	<p style="text-align: center;"><u>Mi vida en el insti (Theme 3)</u></p> <p>Students will revisit and build upon the topic of school introduced in Y7. They will study school subjects, rules, uniform, facilities, clubs and achievements. They will also talk about different problems in schools. They will continue to practice using four tenses together, as well as regularly practicing photo descriptions with two extra questions, based on the topic of school. Students will complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p style="text-align: center;"><u>Mi gente (Theme 1)</u></p> <p>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions and personality. They will also look at vocabulary related to technology and recap making plans with friends, as seen in Y8. They will study the present continuous tense more in-depth and apply this knowledge when practicing photo descriptions. Students will complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p style="text-align: center;"><u>Ciudades (Theme 2)</u></p> <p>Students will build upon content seen in Y7, 8 and 9 related to life in the city/countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They will continue to practice using more than four together and describing photos. Students will complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p style="text-align: center;"><u>De costumbre (Theme 1)</u></p> <p>Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival, as well as continuing to practice photo descriptions. They will complete a speaking and writing booklet in preparation for their GCSE exam. They will then review all content</p>	Revision and preparation for Mock end of year GCSE + Speaking exams preparation

	descriptions, but with two extra questions in order to simulate what they will have to prepare in the GCSE exam. Students will complete a speaking and writing booklet in preparation for their GCSE exam.				seen throughout the year ahead of the end of year assessment	
Year 11	<p><u>Mi tiempo libre (Theme 1)</u></p> <p>Students will build upon their knowledge of free-time activities as seen in Y7, 8 and 9, as well as content related to TV programmes, sports, music and role models. They will talk about what they usually do and will practice using the perfect tense. Photocard practice will be based on free-time activities, and students will complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p><u>El mundo del trabajo (Theme 3)</u></p> <p>Students will apply knowledge from Y9 related to jobs and preferences. They will practice using the preterit and imperfect together to talk about work experience and discussing plans for the future. Photocard practice will be based on the topic of work, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam. Preparation for 1st Mock exams - 2018 GCSE paper including individual Speaking assessment.</p>	<p><u>Un mundo mejor (Theme 2)</u></p> <p>Feedback lessons following their performance in the Mock exams will be crucial to determine which skills individual students need to develop. Students will revisit the topic of the environment, lifestyle and global and social issues seen in Y9. They will study looking after the environment at home, serious global problems, how we can try to address them, and how to lead a healthy lifestyle. They will review how to both recognise and be able to produce different tenses, as studied from Y7. Photo description practice will be based on lifestyle and the environment, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam.</p>	<p><u>Exam practise:</u></p> <p>Revision of all main topics. Speaking practice based on photocard, general conversation and role-play</p>	<p><u>Exam practise:</u></p> <p>Revision of all main topics. Speaking practice based on photocard, general conversation and role-play.</p>	
Term	1	2	3	4	5	6
Year 12	<p><u>Theme 1: Aspects of Hispanic society</u> <u>Unit 1: Los valores tradicionales y modernos</u></p> <p>Students will be able to describe the various types of 21st century Spanish family and how these differ from the family model of the past. They will understand trends in marriage and how modern and traditional values differ</p>	<p><u>Theme 1 Unit 2: El ciberespacio</u></p> <p>Students will be able to discuss the positive and/or negative influence of the Internet and effect of smartphones. They will be able to consider the type of influence social networks have on society. In Grammar they will be able to manipulate both Present tenses, use comparatives and superlatives, know when to use Ser and estar.</p>	<p><u>Theme 1 Unit 3 – La igualdad de los sexos</u></p> <p>Students will be able to discuss women in the world of work and study the role of women at home. Students will also discuss male chauvinism and look at the role of feminism. They will understand and talk about changes to LGBT rights and discuss gay marriage in Spain and the Hispanic world.</p>	<p><u>Theme 2: Artistic culture in the Hispanic world</u> <u>Unit 4: La influencia de los ídolos</u></p> <p>Students will discuss the positive and/or negative influence singers and musicians have on people, the effect TV and cinema stars have in our society. They will also consider the type of influence fashion models have on young people.</p>	<p><u>Theme 2: Unit 5– La identidad regional de España</u></p> <p>Students will explore, describe and discuss Spanish customs and traditions (Fallas, Día de los Muertos, la Navidad, en Cataluña, los toros, Colombian festivals, etc.). They will discover the similarities and differences in the gastronomy of Spain. In addition, they will consider the</p>	<p><u>Theme 2: 6 – El patrimonio cultural</u></p> <p>Students will understand how civilisations contributed to the cultural heritage of Spain, discuss the pre-Columbian heritage of Latin America. They will explore the Spanish and Latin American artists and the role of architecture in Spain. When studying the Hispanic</p>

	<p>Understand the situation regarding divorce. Also, they will understand the religious history of Spain and discuss changes in the influence of the church. Introduction and study of the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment.</p>	<p>When practicing writing skills, students will be able to use idiomatic expressions with impersonal verbs. They will develop their translation skills with regular practice from English to Spanish and vice versa.</p>	<p>In Grammar they will master the use of the perfect tense and the pluperfect tense.</p>	<p>When writing students will be able to use connectives and other expressions to improve their conversation style. Introduction to the film "María eres llena de gracia", discussing the vocabulary of cinema, the plot, characters, themes, social environment, and techniques and style.</p>	<p>languages that are spoken in Spain and the issues surrounding them. In Grammar students will know how to use U the present subjunctive of regular verbs as well as the perfect tense in the subjunctive. Students will prepare a MOCK Individual research Project based on a key theme of the film "María eres llena de gracia".</p>	<p>cultural heritage, they will understand the diversity of Hispanic music and dance. In Grammar they will consolidate their knowledge of the subjunctive by using it efficiently after verbs of emotion, surprise, doubt, etc... Revision and preparation for Mock A Level exams, including Speaking exams</p>
Year 13	<p>Theme 3: Multiculturalism in Hispanic society Unit 1: La inmigración</p> <p>Students will be able to discuss the positive and negative aspects of immigration, secure a good understanding of immigration in the Spanish-speaking world and discuss what problems illegal migrants might face. When writing, students will vary vocabulary by using synonyms. Introduction to the book: "<i>La casa de Bernarda Alba</i>" including links to unit on traditional values in Spain during Franco's regime. Students will have read the book independently during the Summer holidays and will have already identified the key themes</p> <p>Theme 3: Unit 2 – El racismo</p> <p>Students will describe and discuss racist and xenophobic attitudes in the Spanish-speaking world and understand and discuss measures to combat racism and their effectiveness. They will also look at existing legislation against racism and suggest possible new legislation. They will develop their translation skills, when translating the English gerund (-ing form) into Spanish. Study of the book into more details, chapter by chapter, with a particular focus on key themes. Weekly Writing practice to enable students to develop their essay writing</p>	<p>Theme 3: Unit 3 – La convivencia</p> <p>Students will understand and describe the different ways cultures integrate in Hispanic society. They will get a better understanding of the issues surrounding the integration of different cultures within the sphere of education and describe the coexistence of various religions in the Hispanic world.</p> <p>Preparation for 1st Mock exams - 2018 GA Level paper including individual Speaking assessment.</p>	<p>Theme 4: Aspects of political life in the Hispanic world Unit 4 – Jóvenes de hoy, ciudadanos del mañana</p> <p>Students will discuss the importance of politics in young people's lives and understand why their attitude to politics is changing. They will look at the unemployment situation amongst young people nowadays and how it is affecting them. This will enable students to describe the type of society young people in the Hispanic world want to live in.</p> <p>Unit 5 – Monarquías y dictaduras In this unit students will acquire a lot of historic knowledge and this will enable them to understand the impact of the civil war and the changes from Monarchy and republic to dictatorship in Spain as well as life under Franco's dictatorship. Students will also study dictatorships in Latin America, particularly in Panama, Chile and Argentina.</p> <p>Weekly Writing practice to enable students to develop their essay writing skills, using a constant reference to the AQA mark scheme. Weekly Speaking practice with a focus on the Photo cards from previous themes and units.</p>	<p>Theme 4: Unit 6 – Movimientos populares</p> <p><i>Students will look at how effective protests and strikes are and discuss the power of trade unions. Students will consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina.</i></p> <p>In grammar, students will consolidate their knowledge of the Passive voice.</p> <p>Exam skills preparation will focus on inferring meaning from listening and Reading.</p>	<p>Exam practise:</p> <p>Revision of all main topics. Speaking practice based on photo cards.</p>	

	skills, using a constant reference to the AQA mark scheme.					
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Impact:
To ensure that all students achieve mastery in specified knowledge, students are formatively assessed twice termly, and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through weekly tests in all key stages. Regular feedback is given on the progress made in the four main skills: reading, listening, writing and speaking. The Spanish curriculum will ensure to fill in gaps and build bridges for students whilst continuing to aim high. Students will acquire systematic knowledge by completing planned practice of the vocabulary, grammar and phonics. The impact of the curriculum upon students becoming linguists who can communicate effectively in the target language is assessed through students' participation during lessons and their engagement with homework tasks.