



MFL Curriculum Overview Plan 2022-2023



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| <p>Whole school curriculum intent</p> <p>Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.</p> |
| <p>Key stage 3/4 subject curriculum intent</p> <p>To culturally enrich the students of TQEA to allow them to have a cultural and educational understanding of the wider world.</p> |

| Year Group | Topic | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---------------------------------------|--|--|---|---|--|--|
| Year 7 SPANISH | Topic | Introduction to people and places | Numbers, What people do, Where things are | Family, Hispanophone world | Places and locations, Can, must, want | Free time activities | What people have, where people go, and what people do |
| | Core knowledge from this topic | <p>Students will study :</p> <ul style="list-style-type: none"> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do <p>As well as :</p> <ul style="list-style-type: none"> Essential verbs ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation -AR verbs in the present (1st, 2nd, 3rd persons singular) | <p>Students will study :</p> <ul style="list-style-type: none"> Saying what people do and don't do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family) <p>As well as :</p> <ul style="list-style-type: none"> Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], adjective (number, agreement with -s in relation to the verb) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) - doy, das, da (plus noun) Modal verb QUERER (to want, | <p>Students will study :</p> <ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions <p>As well as :</p> <ul style="list-style-type: none"> Adjective agreement (-o, -a, number) tenemos, tienen [TENER] Adjective position WH questions HACER (to do, make) (1st, 2nd and 3rd persons singular) | <p>Students will study :</p> <ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must, can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general <p>As well as :</p> <ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el → del vs de la somos, son [SER] | <p>Students will study :</p> <ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) <p>As well as:</p> <ul style="list-style-type: none"> AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions | <p>Students will study :</p> <ul style="list-style-type: none"> Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans <p>As well as :</p> <ul style="list-style-type: none"> Revisit - --AR, ER, -IR verbs, WH-questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) |



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| | | | wanting) - quiero, quieres, quiere (plus noun) | | | | |
| Links to the national curriculum | Listen to / read a variety of forms of spoken / written language to obtain information and respond appropriately. | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. | Listen to a variety of forms of spoken language to obtain information and respond appropriately. | Transcribe words and short sentences that they hear with increasing accuracy. | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. | Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. | |
| Previous content that this topic builds upon | N/A – new content | The verb TENER versus other verbs Using ‘no’ to form negatives (what people do not do) Describing location and things in that location. | Describing things in more complex / unusual locations Describing people The verb TENER formed for other people | Talking about what you and others do together Describing people – state versus trait | Describing people, places and things – adjectival agreement | People, places, things Adjectival agreement What people do and don’t do | |
| Key vocabulary | estar [21]; estoy; estás; está; norte [624]; sur [661]; Inglaterra [N/A]; España [N/A]; ¿dónde? [161] en [5]; hola [1245]; hasta luego [luego-150] nervioso [1521]; tranquilo [1073]; serio [856]; raro ¹ [1005]; tonto [2379]; blanco [372]; ¿cómo? [151]; muy [43]; hoy [167]; ¿Cómo se dice [...] en inglés/español?; seguro [407]; listo [1684]; sí [45]; no [11] ser [7]; soy; eres; es; alegre [2081]; simpático [3349]; guapo [4192]; alto ¹ [231]; bajo ¹ [236]; y [4]; marca [marcar-993]; correcto [1467]; opción [1175] tener [19]; tengo; tiene; tienes; moneda [1577]; cama [609]; casa [106]; cámara [903]; bicicleta [3684]; libro [230]; barco [1384]; bolígrafo [>5000]; gato [1728]; ¿qué? [50]; nuevo [94]; un/a [6]; lee [Leer-209]; frase [1036]; letra [977]; papel [393] amigo [210]; periódico [1026]; caballo [907]; teléfono [866]; planta [768]; botella [1878]; revista [920]; pregunta [507]; palabra [192]; tarea [995]; también [49] ¿quién? [289]; hablar [90]; comprar [361]; bailar [1323]; llegar [75]; escuchar [281]; amiga | no [11]; caminar [514]; estudiar [281]; español ¹ [262]; inglés ¹ [583]; arte [208]; ciencia(s) [738]; señor ¹ [201]; señora ¹ [509]; mucho (as adverb only) [41]; pero [30]; verdadero [558]; o [29]; falso [1599]; entiendo [entender-229]; silencio [518]; grupo [200]; perdón [1729] uno [425]; dos [64]; tres [134]; cuatro [241]; cinco [284]; seis [438]; siete [603]; ocho [641]; nueve [991]; diez [449]; once [1700]; doce [1138]; color [358]; plan [625]; flor [739]; autor/a [513]; profesor/a [501]; director/a [592]; número [324] hay [13]; mirar [125]; mesa [525]; silla [1271]; ventana [752]; puerta [274]; chica [1129]; persona [108]; chico [727]; aquí [130]; allí [197]; clase [320]; señor ² [201]; señora ² [509] son [ser-7]; pequeño [202]; bueno [98]; malo [368]; famoso [997]; bonito [891]; feo [2373]; rico ¹ [398]; caro [2179]; barato [2164]; antiguo [446] ¿cómo es? [cómo-151] museo [1114]; banco [728]; teatro [605]; centro [316]; mercado [487]; tienda [1515]; plaza | saber [44]; pasar [68]; torre [2138]; su [12] tenemos [tener-19]; tienen [19]; perro [888]; abuelo [4796]; abuela [717]; trabajo ² [152]; primo [1451]; prima [3051]; bastante [308]; hermoso [980]; activo [1278]; fuerte [435] naturaleza [712]; árbol [748]; pájaro [1607]; río [496]; rojo [534]; amarillo [1381]; verde [812]; azul [811]; lugar [144]; sólo [95]; mucho ² (now as adjective) [41] ¿cuándo? [57]; ¿cuánto? [580]; ¿cuál? [445]; hacer [26]; hago; haces; hace; deporte [1489]; deberes [2187]; actividad [344]; dibujo [1726]; noche [164]; tarde ² [392]; mañana [402]; para [16] | trabajar [174]; buscar [179]; descansar [1749]; preparar [570]; llevar ² [75]; pasar ² [68]; comida [906]; animal [322]; tiempo ¹ [80]; campo ¹ [342]; junto[s] [149]; solo [181] poder [32]; puedo; puedes; puede; jugar [356]; participar [593]; favor [516]; pedir [217]; preguntar [219]; cambiar [255]; material [690]; ¿puedo ir a los servicios?; compañero/a [551] lunes [1370]; martes [3101]; miércoles [1816]; jueves [1650]; viernes [1259]; sábado [1179]; domingo [693] deber [71]; debo; debes; debe; lavar [1676] sacar [273]; limpiar [1713]; suelo [552]; basura [2479]; ropa [782]; organizar [1053]; aunque [131]; otro [35]; si estamos [estar-21]; están [21]; oeste [2416]; este [>5000*]; estación [1404]; coche [1190]; tren [1488]; delante [1742]; fuera [299]; detrás [2044]; debajo [1366] somos [7-ser]; feliz [908]; moreno [3304]; claro [1923]; oscuro [802]; aburrido [3917]; loco [846]; como ¹ [20] | viajar (a) [902]; disfrutar [939]; montar [1446]; vacaciones [2641]; montaña [1464]; alto ² [231]; julio [659]; agosto [931]; de ² [2]; Francia [N/A]; mar [480]; durante [139]; normalmente [1696]; cada [107] hombre [97]; cabeza [265]; pensar [105]; amar [700]; sin [54] beber [1085]; comer [347]; leer [209]; vivir [142]; ejercicio [1162]; fruta [1925]; carne [860]; rico ² [398]; agua [204]; nunca [158]; a veces [vez-59] correr [343]; por ¹ [15]; escribir [198]; algo [110]; aprender (a) [428]; mujer [120]; carta ¹ [627]; idioma [1159]; chino [1349]; parque [1354]; después [115]; siempre [96] responder (a) [464]; recibir [216]; abrir [246]; correo [1638]; electrónico [1619]; mensaje [847]; ordenador [2624]; llamada [1324]; todo ¹ [472] | mi [37]; tu [53]; móvil [2143]; llave [1853]; perdido [1899]; completamente [1185]; calle [269]; niño [173] ir [33]; voy; vas; va; barrio [940]; al [a-8]; problema [145]; Italia [N/A]; playa [1475]; enero [1173]; febrero [1419]; día [65] vamos [ir-33]; marzo [1231]; abril [1064]; porque [40]; por qué [qué-50]; mañana ² [215]; divertido [2446]; visitar [792]; descubrir [414]; parte ¹ [92]; extranjero ¹ [765]; mundo [123] cielo [620]; cenar [3087]; dormir [403]; pelo [873] | |



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| | | [1172]; música [340]; tarde ¹ [392]; temprano [1578]; importante [171]; bien [78]; con [14]; otra vez [59-vez]; pareja ¹ [892] necesitar [276]; usar [317]; llevar ¹ [75]; zapato [1477]; vaso [1609]; producto [394]; bolsa [1581]; camisa [1873]; cosa [69]; ayuda [784]; voluntario ¹ [2732]; gracias [275]; de nada [nada-87]; luego ¹ [150] | [806]; iglesia [437]; escuela [424]; ciudad [178]; entre [63]; el, la [1]; lejos [833]; cerca [1042]; respuesta [488] pueblo [244]; equipo [373]; trabajo ¹ [152]; edificio [857]; plato [1808]; familia [233]; película [543]; vista [408]; isla [810]; grande [66]; interesante [616]; de ¹ [2] dar [42]; doy; das; da; querer [58]; quiero; quieres; quiere; regalo [1986]; padre [162]; madre [226]; hermano [333]; hermana [3409]; dinero [364]; a [8] | | | | |
| | Development of cultural capital | Initial discussions around the Hispanophone world and cultures. | Discussions around festive traditions in Hispanophone cultures. | Discussions around key places in the Hispanophone world and their cultural significance. | Discussions around key places in the Hispanophone world and their cultural significance. | Discussions around Hispanophone cultures and countries in relation to travel. | Discussions around common free time activities in Hispanophone countries.. |
| | Development of reading | As well as NCELP planned and lesson-integrated reading texts, Viva textbook reading texts will also be read by students. | As well as NCELP planned and lesson-integrated reading texts, students will look at articles relating to Christmas https://holaquepasa.com/feliz-navidad/ | As well as NCELP planned and lesson-integrated reading texts, students will read the poem La Plaza Tiene Una Torre http://www.camino-latino.com/spip.php?article36 | As well as NCELP planned and lesson-integrated reading texts, Viva textbook reading texts will also be read by students. | As well as NCELP planned and lesson-integrated reading texts, studentst will investigate a news article on travel and routine. https://holaquepasa.com/empezan-las-clases-en-estados-unidos/ | As well as NCELP planned and lesson-integrated reading texts, Viva textbook reading texts will also be read by students. |
| | Concepts –what will students be able to do at the end of the topic | Students will be able to: <ul style="list-style-type: none"> Understand and form basic phrases describing places and locations. Understand and form basic phrases relating to people and their current state. Understand and form basic phrases around what people do and have. | Students will be able to: <ul style="list-style-type: none"> Understand and use the numbers 1-12 Add detail and description to their phrases on places and locations. Understand and create phrases around what people do and do not do. Demonstrate some competence with the verbs HACER and TENER | Students will be able to: <ul style="list-style-type: none"> Recogniise and use words relating to different family members. Understand and form phrases giving description of family members. Formulate questions in Spanish in speaking and writing. | Students will be able to: <ul style="list-style-type: none"> Discuss what people <i>can, must</i> and <i>want</i> to do using some basic phrases. Discuss and describe people and their state versus their general description. Demonstrate some competence with the verbs SER and ESTAR. | Students will be able to: <ul style="list-style-type: none"> Describe what people do in various different contexts (technology, free time, travel) Conjugate -er, -ar, and -ir verbs for a variety of people in the present tense. | Students will be able to: <ul style="list-style-type: none"> Understand and create more detailed phrases around what people do and have. Demonstrate confidence with the verbs HACER vs. TENER and SER vs. ESTAR. Confidntly demonstrate basic negation. |
| Year Group | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 8 FRENCH | Topic | Being and having, Jobs, and Celebrations | Doing and did, People and places, Free time | Abstract nouns, Formal and informal situations | School, Can, must, will and want | Comparisons, communication | Environment, asking and snwering questions |
| | Core knowledge from this topic | Students will work through: <ul style="list-style-type: none"> Asking how to say and write new words in French | Students will work through: <ul style="list-style-type: none"> Talking about what you are doing today vs what you did yesterday | Students will work through: <ul style="list-style-type: none"> Talking about nouns you can't count What is it like? | Students will work through: <ul style="list-style-type: none"> Talking about what you and others do at school Talking about what you are doing this | Students will work through: <ul style="list-style-type: none"> What is it like? Comparing things Talking about how groups of people do things | Students will work through: <ul style="list-style-type: none"> Communicating in other languages Talking about the environment |



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| | <ul style="list-style-type: none"> Distinguishing between being and having Talking about jobs Talking about what, when, where and why you celebrate Talking about how people celebrate What happens and doesn't happen <p>As well as:</p> <ul style="list-style-type: none"> il(s)/elle(s) meaning 'it'/'they' intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) article use with être + profession feminine adjective agreement rules -x → -se feminine noun formation rule -eur → -rice construction rule for numbers 13-31 question word + est-ce que pronoun 'on' with impersonal meaning 'people, you, one' construction rule for dates possessive adjectives (son, sa, ses, notre, nos) | <ul style="list-style-type: none"> Sharing past experiences People and places in the past Asking about what happened in the past Talking about what you do in your free time and where you do it Talking about parts and wholes <p>As well as:</p> <ul style="list-style-type: none"> present vs perfect (with past simple equivalent in English) past participle formation: faire, dire, -ER verbs (taking avoir) intonation (SV) questions with question words (present vs perfect) (je, tu, il/elle) ce, cet, cette, ces il y a vs il y avait intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle) negation: ne...pas de (present vs perfect) prepositions taking de contraction of definite article after à and de verbs with à and de before a noun partitive article for distinguishing between parts and wholes and after 'faire' with sports quel, quelle, quels, quelles | <ul style="list-style-type: none"> Saying what you do or did in a typical day Talking about what groups of people do Formal and informal situations: Talking to people you do and don't know <p>As well as:</p> <ul style="list-style-type: none"> partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities partitive article de/d' in the negative and with expressions of quantity boire (je, tu, il/elle) adverb positioning (single-verb structures) verbs like sortir (present) (nous, vous, ils/elles) verbs like venir (present) (nous, vous, ils/elles) sans + infinitive vous as formal 'you' on with impersonal meaning 'people, you, one' and with impersonal meaning 'we' | <ul style="list-style-type: none"> week and what you do every week What is it like? Describing things Talking about what you can, must, will and want to do <p>As well as:</p> <ul style="list-style-type: none"> verbs like choisir (all persons) present with future meaning use of definite article with days of the week to express habitual actions plural noun formation rules -au/-eu → -aux/-eux and -al → -aux plural adjective formation rules no change with -s or -x and -al → -aux même(s), autre(s), plusieurs positioning of multiple adjectives adverb placement in two-verb structures | <ul style="list-style-type: none"> Comparing how people do things Communicating in other languages <p>As well as:</p> <ul style="list-style-type: none"> feminine adjective agreement rules -l → -lle and -n → -nne comparative forms of adjectives verbs like prendre (present) (nous, vous, ils/elles) comparative forms of adjectives and adverbs verbs like entendre (present) (je, tu, il/elle) verbs like lire (present) (je, tu, il/elle) verbs like écrire (present) (je, tu, il/elle) tout, toute, tous, toutes verbs like entendre (present) (nous, vous, ils/elles) | <ul style="list-style-type: none"> Asking and answering questions about what people did and have done <p>As well as:</p> <ul style="list-style-type: none"> verbs like lire (present) (nous, vous, ils/elles) verbs like écrire (present) (nous, vous, ils/elles) present vs perfect (with past simple and present perfect equivalent in English) inversion (VS) questions (perfect) specified vs unspecified times in the past adverb placement (present vs perfect) past participle formation: verbs like prendre, dit, fait, bu, eu intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) intonation (SV) questions with question words (perfect) |
| Links to the national curriculum | Listen to / read a variety of forms of spoken / written language to obtain information and respond appropriately. | Use accurate grammar, spelling, and punctuation in speaking and writing. Listen to/ read a variety of forms of spoken / written | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Listen to / read a variety of forms of spoken / | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Developing use of opinions and reasons. | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Developing use of opinions and reasons. | Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, |



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| | | language to obtain information and respond appropriately. | written language to obtain information and respond appropriately | Demonstrate developing skills in listening and reading of more complex texts. | Demonstrate developing skills in listening and reading of more complex texts. | allowing them to give and justify opinions and take part in discussion about wider issues. |
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| Previous content that this topic builds upon | <ul style="list-style-type: none"> 1st, 2nd, 3rd person verb conjugation. Use of the verb <i>être</i>. Use of the verb <i>avoir</i>. Key question vocabulary and formation of questions. Use and formation of negative phrases. | <ul style="list-style-type: none"> Use and conjugation of the verb <i>faire</i>. Formation of some phrases in past tense. Vocabulary around what people do. | <ul style="list-style-type: none"> Use and conjugation of the verb <i>faire</i> in present and past tense phrases. Giving descriptions of things. Vocabulary around what people do. | <ul style="list-style-type: none"> Use and formation of adjectives – plural as well as singular. Use of the definite article. Uses and conjugations in present tense. Vocabulary relating to school and education. | <ul style="list-style-type: none"> Adverbs. Adjectival agreement rules. Vocabulary around what people do. | <ul style="list-style-type: none"> Communicating in other languages. Formation and use of question phrases. Vocabulary around what people do – using the verb <i>faire</i>. Present and past tense. |
| Key vocabulary *number represent frequency of use | <p>écouter [429], écrire [382], être, es, est, êtes, être, sommes, sont, suis [5], lire [278], parler [106], affaires [170], cadeau [2298], chemise [3892], chien [1744], courses [1289], devoirs [39], femme [154], fruit [896], homme [136], livre [358], mot [220], ordinateur [2201], parents [546], phrase [2074], portable [4002], porte [696], règle [488], télé [2746], vacances [1726], vélo [4594], vêtements [2383], voiture [881], anglais [784], français [251], mon, ma, mes [60], ton, ta, tes [330], et [6], ou [33], un2 [3], une [3], des [3], le [1], la [1], les [1], ce [12], ça [54 (cela)], il2 [13], elle2 [38], ils2 [n/a], elles2 [n/a], en [7], voici [1103], cinq [288], deux [41], dix [372], douze [1664], huit [877], neuf [787], onze [2447], quatre [253], sept [905], six [450], trois [115], au revoir [4/1/1274], bonjour [1972], quoi [297], comment dit-on [234/37/29], comment ça s'écrit [234/54/17/382], il y a [13/36/8] avocat [1188], bureau2 [273], directeur1 [640], emploi1 [517], facteur [1264], secrétaire [920], ambitieux [2905], prudent [1529], travailleur, travailleuse [1341], assez [321] célébrer [2170],</p> | <p>apporter [339], dit [dire 37], fait [faire 25], envoyer [526], utiliser [345], maintenant [192], hier [872], appartement [2323], banque [774], marché [280], passé [501] automne [1503], été [623], hiver [1586], musée [2216], printemps [1288], place [129], saison [1667], belge [2795], dernier [87], dernière [87], pendant [89], Belgique [n/a], Bruxelles [n/a] emporter [1128], proposer [338], voyager [2194], traverser [1040], frontière [1182], forêt [1724], montagne [1732], vue [191], suisse [2241], Suisse [n/a], Genève [n/a], il y avait [13/36/8] gérer, gère [1354], espace [870], goût [1829], langue2, [712], plat [2167], recette [1709], repas [2948] d'abord [326], puis [230], par [21], puisque [528], Noël [>5000], réveillon [>5000] carte1 [955], foot(ball) [2602], guitare [>5000], instrument [1650], pétanque [>5000] piano [4967], à côté (de) [123], (à) droit [1293], (à) gauche [607], loin (de) [341], près (de) [225] jouer à and jouer de acheter [636], coûter [984], peser, pèse [1584], eau [475], euro [1753],</p> | <p>boire [1879], boit [1879], gagner2 [258], argent [472], chance [438], lait [2507], café2 [1886], thé [3517], viande [2625], verre [2174], peu [91], beaucoup [150] apprendre [327], comprendre [95], devenir [162], dire, dis, dit [37], dormir, dors, dort [1836], partir, pars, part [163], prendre, prend, prends, revenir [184], sortir, sors, sort [309], venir, viens, vient [88], année [102], jour [78], mois [178], moment [148], semaine [245], anglais1 [784], beau [393], belle [393], blanc, blanche [708], bleu [1216], bon, bonne [94], chaque [151], cher, chère [803], français1 [784], grand1 [59], grand2 [59], heureux, heureuse [764], intelligent [2509], intéressant [1244], jaune [2585], jeune [152], naturel, naturelle [760], noir [572], nouveau, nouvelle [67], petit1 [138], petit2 [138], rouge [987], sympa(thique) [4146], vert [1060], vieux, vieille [671], absolument [1009], aujourd'hui [233], bien [47], dehors [1217], en retard [7/1278], encore [51], ensemble [124], ici [167], normalement [2018], parfois [410], peut-être [190], rarement [2535],</p> | <p>choisir [226], définir [916], remplir [751], réussir [279], blanc2 [708], cahier [4001], examen [1448], lycée [2816], note [1161], alors [81] finir [583], nourrir [1251], chat [3138], dimanche [1235], heure [99], jeudi [1112], lundi [1091], mardi [1044], mercredi [1168], minute [375], vendredi [1086] feu [786], hôpital [1308], jeu [291], journal [520], oiseau [2435], réseau [721], autre [28], même [42], idéal [1429], international [282], local [622], plusieurs [213], social [301] aimer [242], aller, allez, allons, va, vas, vont [53], devoir, dois, doit [39], peut, peux, pouvoir [20], sais, sait, savoir [67], visiter [1378], en [7], aéroport [2113], Alger [n/a], Algérie [n/a], Allemagne [n/a], allemand [844], anglais [784], Angleterre [n/a], avenir [471], avion [1409], bateau [1287], café [1886], caisse [1881], cinéma [1623], Écosse [n/a], église [1782], États-Unis [n/a], étranger [305], français [251], France [n/a], hôtel [1774], jardin [2284], Londres [n/a], magasin [1736], parc [1240], Paris [n/a], pays [114], plage [2693], pont [1889], poste [489], samedi [1355], train [232], ville [260], visite</p> | <p>italien2 [1477], plus [19], moins [62], aussi2 [44], que3 [9], dangereux [713], gentil [2832], gros [419], italien1 [1477], meilleur [194], mince [3570], pire [743], sûr [270], Italie [n/a] décision [370], soin [1109], dur [1029], facilement [1194], lentement [2637], mal1 [277], mieux [217], vite [711] dépendre (de) [313], entendre [159], répondre (à) [200], annonce [1887], conversation [1747], espagnol2 [1666], message [792], soleil [1713], temps2 [65], espagnol1 [1666], Espagne [n/a] décrire [1176], traduire [1125], communauté [558], culture [913], expérience [679], information [317], produit [373], programme [340], tout1, tous1 [24] dire [37], lire [278], écrire [382] attendre [155], descendre [1705], (en) bas [7/468], histoire2 [263], règle2 [488], piste [1902], roman [1262], texte [631] dépendre (de) [313], entendre [159], répondre (à) [200]</p> | <p>conduire [487], dites [37], interdire [533], inscrire [1004], lieu [117], arbre [2111], autobus [4216], neige [1824], chaud [1852], froid [1307], scolaire [1993] dire [37], lire [278], écrire [382], décrire [1176], traduire [1125] calme [1731], content [1841], malade [1066], méchant [3184], triste [1843], chambre [633], idée [239], rapide [672], drôle [2166], fille [629], personne [84], garçon [1599], lit [1837], comme¹ [32], couleur [1211], ciel [1538], rêve [1313], vague [1493], voyage [904], numéro [766], mauvais [274], cocher [>5000], raison [72], exemple [259], préféré [preferer 597], histoire [263], tableau [1456], silence [1281], sage [2643], strict [1859], aussi [44], dans [11], problème [188], pour¹ [10], difficile [296], effort [388], d'accord [736], attention [482], île [1245], tuer [591], fils [735], guerre [266], contre [121], comme² [32], monde [77], politique [128], vérité [907], erreur [612], facile [822], algérien, algérienne [4163], langue [712], combien [800], matière [562], science [1114], nom [171], parce</p> |



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| | | <p>préférer [597], on1 [29], avril [1022], date [660], événement [573], février [1136], janvier [939], juin [931], mai [943], mars [868], tradition [1371] premier, première [56], quatorze [3359], quinze [1472], seize [3285], trente [1646], treize [3245], vingt [1273] organiser [701], chacun [323], anniversaire [2043], août [1445], décembre [891], juillet [1326], septembre [944], octobre [826], novembre [982], général [147], national [227], notre, nos [15], son, sa, ses [26], partout [581] arriver [174], chanter [1820], changer [283], chercher [336], demander [80], donner [46], écouter [429], étudier [960], frapper [745], gagner [258], habiter [1186], jouer [219], marcher [1532], manger [1338], montrer [108], parler [106], penser [116], préparer [368], regarder2 [425], rester [100], travailler [290], ressembler à [1398/4], elle1 [38], elles [38], je [22], il1 [13], ils [13], nous1 [31], que2 [9], qui [14], tu [112], vous1 [50], déjeuner [2724], école [477], enfant [126], maison [325], radio [1526], solution [608], université [1192], quel [146], comment [234], quand [119], où [48], pourquoi [193], à1, à2 [4]</p> | <p>exercice2 [1290], fromage [4475], glace [2580], pain [2802], natation [>5000], poisson [1616], sport [2011], travail [153]</p> | <p>souvent [287], tôt [513], très [66] créer [332], fais, fait, faire, faisons, faites, font [25], partager [527], passer [90], porter [105], trouver [83], activité [452], acteur, actrice [1152], animal [1002], ami, amie [467], classe [778], chanteur, chanteuse [3251], chose [125], collègue [2116], cuisine [2618], élève [1068], enfant [126], exercice1 [1290], famille [172], fenêtre [1604], fermer [757], fête [1490], film [848], frère [1043], lettre [480], liste [924], match [1906], maths [mathématique 3438], médecin [1152], ménage [2326], mère [645], moderne [1239], modèle [958], musique [1139], père [569], poème [3031], poète [2307], professeur, professeure [1150], projet [228], promenade [>5000], salle [812], science [1114], sœur [1558], uniforme [1801], vie [132], amusant [4695], ouvert [897], de1, de2 [2] sortir2 [309], vous2 [50], maman [2168], papa [2458], possible [175], seul [101], sans [71], salut1, 2 [2205], s'il te plaît [34/13/112/804], s'il vous plaît [34/13/50/804] revisit: venir [88], revenir [184], devenir [162], sortir1[309], partir [163], dormir [1836]</p> | <p>[1072], différent[350], prochain [380], bientôt [1208], demain [871], à [4], avec [23], chez [206]</p> | | <p>que, bureau [273], équipe [814], sous [122], sur [16], derrière [805], devant [198], entre [55], rue [598], bâtiment [1952], haut [264], madame [294], monsieur [79], billet [1916], aider [413], désolé [>5000], cœur [568], temps [65], pour² [10], si¹ [34] commencer [139], expliquer [252], emprunter [1123], quitter [507], bibliothèque [2511], cours [169], fois [49], tâche [887], déjà1 [58], enfin [349], toujours [103] bu [boire - 1879], eu [avoir - 8], pris [prendre - 43], accident [1227], bras [1253], jambe [2472], mal2 [277], maladie [793], petit-déjeuner [>5000], photo [1412], déjà2 [58], pas encore [18/51], ensuite [265] avoir mal à + definite article prendre + food/drink lever, lève [837], reposer [776], chapeau [2908], cuisine2 [2618], main [418], manteau [3764], matin [442], pluie [2217], tête [343]</p> |
| | Development of cultural capital | Discussions around French culture and the culture of the French speaking world, particularly in relation to how people celebrate. | Conversations around Francophone cultures in relation to free time activities. | Conversations around Francophone cultures in relation to free time activities. | Discussions around French / Francophone culture and the French school system. | Work relating to Francophone cultures and countries that form the Francophonie. | Conversations around the environment in relation to the Francophone world. |
| | Development of reading | French news article about the Carnival of Nice https://www.1jour1actu.com/culture/le-carnaval-permet-de-sinventer-une-autre-vie | As well as NCELP planned and lesson-integrated reading texts, Studio textbook reading texts will also be read by students. | French reading comprehension text from Lingua on different activities on each day of the week - https://lingua.com/french/reading/jours/ | French poem with parallel translation about the way to school (le chemin de l'école) https://snippetsofparis.com/french-poems-kids/ | As well as NCELP planned and lesson-integrated reading texts, Studio textbook reading texts will also be read by students. – (Studio 3 – le monde et un village) | French news article about the environmental threat to bees - https://www.1jour1actu.com/science-et-environnement/les-abeilles-sont-elles-menacees-32204 |



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| | Concepts –what will students be able to do at the end of the topic | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: |
|----------------|--|--|--|--|---|---|--|
| | | <ul style="list-style-type: none"> Ask questions about words in French. Use the verbs <i>être</i> and <i>avoir</i> with some confidence. Use key vocabulary relating to jobs. Use key vocabulary around celebrations and use this to create detailed conversations / texts. Use <i>ils/elles</i> pronouns with some confidence. Use inversion to form questions. | <ul style="list-style-type: none"> Communicate using present and past tense of the verb <i>faire</i>. Discuss people and places in the past tense. Discuss freetime activities with some confidence. Negate verbs in present and past tense. | <ul style="list-style-type: none"> Use several abstract nouns with some confidence. Discuss activities in the plural verb forms. Use formal and informal phrasing with some confidence. Use irregular verbs – <i>boire, venir, and sortir</i> with some confidence. Understand and use <i>sans</i> effectively. | <ul style="list-style-type: none"> Use vocabulary relating to school and describe what is done at school. Use vocab for description confidently – beginning to use adjectival agreement confidently. Understand and use modal verbs <i>pouvoir, devoir</i> and <i>vouloir</i>. | <ul style="list-style-type: none"> Understand and create comparisons confidently. Understand and use vocabulary about using other languages. Describe things with secure adjectival agreement. | <ul style="list-style-type: none"> Understand and use vocabulary on the topic of the environment. Form sentences discussing the environment. Ask and answer questions with confidence. Use key vocabulary around the different past tenses – did versus have done. |
| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 9 SPANISH | Topic | Holidays, Travel, Visits, food, daily routine. | Free time activities, health, how people feel and Christmas traditions. | Wider societal issues, climate change, the Hispanophone world. | Describing events in the past and reporting on the news. | Daily routines and events, giving advice and instructions | Spending time with friends and personality traits. |
| | Core knowledge from this topic | Students will work through : <ul style="list-style-type: none"> Describing events in the past (holidays) Asking questions about past holidays Describing the location of things Talking about routine events Describing people, places, and traditions in Mexico Talking about food Going on a school trip Talking about looking after others As well as : <ul style="list-style-type: none"> Revisit the past tense (preterite) –ar/-er/-ir verbs in 1st, 2nd and 3rd person singular and singular subject pronouns Revisit English and Spanish question formation Revisit possessive adjectives (mi/s, tu/s, su/s) contrasted with reflexive | Students will work through : <ul style="list-style-type: none"> Talking about sport and exercise Talking about health Describing people and how they feel (a weekend in the countryside) Describing people and what they do (an evening at home) Describing where people go and went Talking about Christmas traditions As well as: <ul style="list-style-type: none"> 2nd person plural of –ar verbs (áis) and consolidation of 2nd person singular –ar verbs Revisit present continuous with <i>estás</i> and <i>estáis</i> Sois vs <i>estáis</i> (SER vs ESTAR) Possessive adjective <i>vuestro/a</i> and subject pronoun <i>vosotros</i> | Students will work through: <ul style="list-style-type: none"> Describing what you did and what you do Describing a charity event The conquest of Peru Migration and the lives of Spanish speakers in the US Talking about climate change Talking about a school event As well as: <ul style="list-style-type: none"> Revisit HACER in singular forms of present and past Revisit present simple for ongoing meaning Revisit 1st person singular and plural of preterite of –ar verbs (-é / amos) and 1st person plural of present of –ar verbs (-amos) 1st and 3rd person plural of the preterite of –ar/- | Students will work through : <ul style="list-style-type: none"> Talking about what you have to do Talking about making a film Comparing how you feel and felt Describing events in the past Reporting the news As well as : <ul style="list-style-type: none"> TENER in singular forms of preterite (<i>tuve, tuviste, tuvo</i>) ESTAR in singular forms of imperfect (<i>estaba, estabas, estaba</i>) vs present tense Imperfect continuous vs present continuous Revisit demonstrative adjectives <i>este, esta</i> Revisit regular and irregular comparatives Relative pronouns (<i>donde, que, cuando</i>) | Students will work through: <ul style="list-style-type: none"> Describing routines and events in the past at school, work and family celebrations Describing what something is like and used to be like A well-known story in Spanish – Don Quijote Giving advice and instructions Talking about jobs As well as: <ul style="list-style-type: none"> Imperfect (for habitual past) vs preterite Singular forms of imperfect –ar verbs (<i>aba, abas, aba</i>) including DAR and –er/-ir verbs (-ía, -ías, -ía) including QUERER, PODER, DEBER Singular forms of imperfect of SER (<i>era, eras, era</i>) 2nd person singular and plural of | Students will work through: <ul style="list-style-type: none"> Spending time with friends Traits (including nationality) A trip to a theme park Describing a crime film Life experiences (featuring Rigoberta Menchú – human rights activist) Text exploitation (featuring Diana Trujillo – aerospace engineer) As well as: <ul style="list-style-type: none"> Revisit <i>gustar</i> type verbs and direct and indirect object pronouns Revisit pronominal adjectives Demonstrative adjectives <i>ese/a/os/as</i> Possessive adjectives <i>mío/a, tuyo/a, suyo/a</i> Revisit verbs in the preterite: IR (<i>fui,</i> |



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| | <p>pronouns (me, te, and introduce 'se')</p> <ul style="list-style-type: none"> Revisit direct object pronouns 'lo' and 'la', and introduce 'los' and 'las' Revisit está / están and es / son (SER vs ESTAR) Revisit OVS and SVO word order and indirect object pronoun 'le'; introduce 'les' | <ul style="list-style-type: none"> Revisit gender and number adjective agreement Revisit IR in singular present, preterite and periphrastic future (voy a + infinitive) forms | <p>er/-ir verbs (-amos / -imos / -aron / -ieron) and revisiting 3rd person singular (-ó / -ió)</p> <ul style="list-style-type: none"> Possessive adjectives nuestros/as, revisiting su/s | | <p>present of -ar verbs (-as, -áis) + eres vs sois and vas vs vais</p> <ul style="list-style-type: none"> 2nd person plural of present of -er (-éis) and -ir verbs (-ís) Possessive adjective vuestros/as | <p>fuiste), HACER (hice, hiciste), TENER (tuve, tuviste)</p> <ul style="list-style-type: none"> Revisit ir + a infinitive for future intention |
| Links to the national curriculum | Use accurate grammar, spelling, and punctuation in speaking and writing. Listen to/ read a variety of forms of spoken / written language to obtain information and respond appropriately. | Use accurate grammar, spelling, and punctuation in speaking and writing. Listen to/ read a variety of forms of spoken / written language to obtain information and respond appropriately. | Use accurate grammar, spelling, and punctuation in speaking and writing. Listen to/ read a variety of forms of spoken / written language to obtain information and respond appropriately. Give opinions. | Listen to a variety of forms of spoken language and read a variety of forms of written language to obtain information and respond appropriately. Give opinions and reasons. | Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Developing use of opinions and reasons. Demonstrate developing skills in listening and reading of more complex texts. | Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. |
| Previous content that this topic builds upon | <ul style="list-style-type: none"> Purpose of, use and formation of past (PRETERITE) tense. Use of possessive pronouns. Formation of questions in Spanish. Use and formation of verbs SER and ESTAR. Travel, trips and holidays previously discussed in Year 7 and 8. | <ul style="list-style-type: none"> Gender and number adjective agreement Use of PRESENT CONTINUOUS tense. Use of IR in multiple tenses. Talking about what people do (free time) previously discussed in year 8. | <ul style="list-style-type: none"> PRESENT SIMPLE tense. 1st person singular and plural PRETERITE tense. Purpose of, use and formation of HACER. Talking about what people do and did (free time). | <ul style="list-style-type: none"> Demonstrative adjectives – purpose, formation and use. Use and formation of regular and irregular comparative forms. Talking about what you have to do. | <ul style="list-style-type: none"> Use of QUERER, PODER and DEBER. Possessive adjectives | <ul style="list-style-type: none"> Prenominal adjectives Verbs IR, HACER and TENER in the PRETERITE tense. IR + a + infinitive for future tense – previously studied in Year 7. Free time activities with friends. |
| Key vocabulary | <p>pasar³ [68]; aprovechar [885]; quedar [100]; verano [1139]; pasado (adj.); cantar [717]; precioso [1777]; viaje [519]; mientras que [mientras-127]; entonces [74]; fiesta [796]; canción [982]; país [109]; costa [896]; yo [28]; tú [184] él [9]; ella [72]; encontrar [102]; celebrar [886]; ¿de verdad? [176]; porque [40]; largo [300]; bicicleta [3684]; cámara [903]; caballo [907]; también [49]; comprar [361]; bailar [1323]; llegar [75]; caminar [514]; antiguo [446]; museo [1114]; ciudad [178];</p> | <p>pelear [1910]; mejorar [855]; invitar [820]; practicar [1595]; riesgo [877]; cruzar [815]; pelota [2270]; sé [saber-44]; contra [177]; duro [741]; tenis [4856]; varios [386]; consejo [914] sois [ser-7]; aumentar [647]; corazón [475]; peso [432]; edad [419]; ojo [169]; piel [670]; sano [1961]; beneficio [1169]; joven [423]; gordo [1679]; delgado [2241]; pálido [2377]; cuerpo [232]; vuestro [1748]; vosotros [2202]; cuarenta [1091]; cincuenta [963]; sesenta</p> | <p>hago [26]; haces [26], hace [26]; hice [26]; hiciste [26]; hizo [26]; frío [1020]; calor [945]; cielo [620]; noviembre [1434]; septiembre [1150]; may [909]; febrero [1419]; lunes [1370]; martes [3101]; miércoles [1816]; jueves [1650]; primero [82]; pregunta [507]; tarea [995]; pero [30]; película [543]; trabajo [152] mucho [41]; pájaro [1607]; papel [393]; entrevista [1653]; compra [1162]; clima [1675]; comentario [497]; daño [1319]; fila [1976]; por</p> | <p>tuve [19]; tratar [141]; realizar [205]; incluir [417]; comprender [434]; conseguir [286]; respetar [1191]; ley [334]; público [329]; plano [1617]; (al) principio [338]; (al) final [366]; manifestación [1837]; protagonista [1926]; idea [247]; millón [248]; acción [404] estaba [22]; estabas [22]; castillo [2545]; colina [4004]; sala [841]; baño [1340]; patio [1197]; piso [889]; región [545]; carretera [1718]; satisfecho [2261]; orgulloso [2688]; asustado [3170]; vivo [807]; alrededor [2274]; [1718];</p> | <p>hace (with meaning 'ago') [26]; entregar [626]; contestar [669]; firmar [1056]; proyecto [379]; universidad [387]; empresa [315]; carrera¹ [481]; negocio [688]; jefe [726]; reunión [947]; oficina [1072]; vez [59]; útil [3951]; por³ [15] ocurrir [291]; aparecer [292]; servir [313]; reunir [786]; consistir [1123]; existir [194]; recorrer [967]; vecino [808]; cercano [1206]; bebé [2028]; rato [800]; visita [911]; fecha [756]; familiar (n) [1922]; (a) menudo</p> | <p>necesitar (276); usar [317]; entiendo [229]; dar [42]; doy [42]; das [42]; pasar [68]; hacer [26]; deber [71]; debo [71]; debes [71]; vida [85]; empiezo [175]; tema [240]; pierdo [195]; enseñar [610]; crecer [560]; desaparecer [655]; dejar [86]; crear [239]; conozco [128]; olvidar [415]; cuidar [751]; comenzar [234]; llorar [630]; ofrezco [351]; historia [186]; nuestro [77]; nuestra [77]; mundo [123]; día [65]; perdida [1899]; electrónico [1619]; electrónica [1619]; pena</p> |



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| | <p>mar [480]; durante [139]; lugar [144]; descansar [1749]; preparar [570]; participar [593]; viajar (a) [902]; disfrutar [939]; montar [1446]; vacaciones [2641]; montaña [1464]; vista [408]; agosto [931]sin embargo [embargo-203]; coger [1001]; concierto [1456]; premio [1090]; además [155]; gente [137]; genial [2890]; permitir [218]; decidir [368]; compartir [579]; fuerte² [435] salir [114]; perder [195]; recoger [828]; entrada [767]; billete [2992]; conocer [128]; ofrecer [351]; conocido [759]; ambiente [729]; zona [359]; directo [1029]; tener lugar [lugar-144]; lado [214]; así que [que-3]; (a) pie [365]; julio [659]; norte [624]; España [N/A]; ¿cómo? [151]; sí [45]; no [11]; isla [810]; pequeño [202]; centro [316]; plaza [806]; el, la [1]; hermano [333]; hermana [3409]; río [496]; hermoso [980]; naturaleza [712]; actividad [344]; comida [906]; comer [347]; correr [343]; playa [1475]; descubrir [414]; parte¹ [92]; calle [269]; barco [1384]; allí [197]; ¿dónde? [161]; ¿cuándo? [57]; (por) ¿qué? [50]; ¿quién? [289] por² [15]; sucio [1855]; limpio [1710]; ahora [81]; me [22]; te [48]; despertar [894]; levantar [354]; llamar [122]; presentar² [235]; desayunar [>5000]; espejo [1232]; cocina [1214]; tirar [685]; jardín [1195]; grabar [1560]; reloj [1683]; pantalón [1814]; vestido [1697]; juego [409]; antes [190]; dentro [548]; encima [1140]; mi [37]; tu [53]; móvil [2143]; llave [1853]; perdido [1899]; moneda [1577]; cama [609]; casa [106]; nuevo [94]; papel [393]; libro [230]; botella [1878]; revista [920];</p> | <p>[1588]; setenta [1939] en [5]; estar [21]; estoy [21]; estás [21]; muy [43]; hoy [167]; serio [856]; raro [1005]; tranquilo [1073]; nervioso [1521]; listo [1684]; tonto [2379]; ser [7]; soy [7]; eres [7]; alegre [2081]; simpático [3349]; seguro [407]; guapo [4192]; malo¹ [368]; pueblo [249]; activo [1278]; campo [342]; si [36]; domingo [693]; sábado [1179]; viernes [1259]; estamos [21]; loco [846]; feliz [908]; claro [1923]; moreno [3304]; aburrido [3917]; malo² [360]; seguro² [407]; triste [1371]; listo² [1684]; contento [1949]; gracioso [3874]; paisaje [1685]; lluvia [986]; seco [1183]; cansado [1818]; emocionado [>5000]; enojado [>5000]; enfermo [1092]; débil [1948]; que [3]; menos [117]; peor [694]; más [23]; mejor [116] hablar [90]; estudiar [281]; llevar [75]; cenar [3087]; pintar [1329]; describir [1272]; subir [410]; sufrir [505]; volver [112]; discutir [1310]; conducir [998]; blanco [372]; azul [260]; amarillo [262]; rápido [870]; despacio [3383]; ya [39]; coche [1190]; ciencia [738]; inglés [583]; historia [186]; guerra [282]; noticia [859]; periodista [1235]; mientras [127]; realidad [260]; camisa [1873]; bolsa [1581]; falda [2743]; apenas [486]; mamá [675]; papá [865]; tío [988]; tía [1205]; abogado [1211]; abogada [1211]; según [237]; juntos [149]; juntas [149]; árbol [748]; sin [54]; ropa [782]; limpiar [1713]; suelo [552]; solo [181]; sola [181]; plato [1808]; equipo [373]; barato [2164]; barata</p> | <p>todas parte [92]; ¿cómo? [151]; ¿qué? [50]; ¿cuál? [445]; ¿cuánto? [580]; ¿cuánta? [580]; cinco [284]; diez [449]; doce [1138]; quince [1215]; traducción [2822]; mes [288]; mitad [834]; parecer [89]; demasiado [494]; casi [166]; dice [31]; pronto [376]; ejercicio [519]; aunque [131]; nosotros [164]; nosotras [164]; ellos [9]; ellas [72]; mil [191]; tiempo [80]; para [16]; mañana [215] amenazar [1795]; atacar [1504]; considerar [257]; escapar [899]; matar [576]; batalla [1423]; camino [363]; dios [355]; imperio [1459]; lengua [586]; oro [863]; rey [787]; peruano [1992]; Perú [N/A]; siglo [227]; entonces² [74]; indígena [1503] nacer [426]; reconocer [400]; cumplir [385]; huir [1359]; sentir [136]; oír [254]; duda [531]; experiencia [416]; esperanza [987]; raíz [1304]; cubano [703]; asistir [1200]; extranjero² [765]; marido [965]; mujer² [120]; población [454]; actual [499]; ambos [536]; derecho [266]; relación [272] encender [1431]; promover [1601]; resolver [867]; sobrevivir [1908]; producir [245]; prohibir [1641]; proteger [1107]; morir [212]; planeta [1496]; vidrio [1905]; bosque [1444]; recurso [1149]; plástico [1965]; futuro [719]; consumo [1424]; uso [471]; efecto [309]; terrible [1246]; esencial [1872]; grave [901]; medioambiente [ambiente-729]; gobierno [185] cambiar [255]; ganar [295]; empezar [175]; beber [1085]; esconder [1130]; vender [528]; abrir [458]; cubrir [611]; imprimir</p> | <p>por eso [eso-56]; a pesar de [pesar-405] 'verbs for event in progress: llover [821]; animar [1630]; regresar [573]; charlar [2968]; cerrar [521]; verbs for interruption: anunciar [785]; notar [696]; en este momento [momento-121]; (prestar) atención [489]; espectáculo [1622]; llegada [1604]; boda [2743]; golpe [785]; olor [1070]; sabor [2108]; de repente [repente-1805]; enseguida [2866]; mundial [973] pensar [105]; jugar [356]; ayudar [328]; aprender [428]; responder [464]; poner [91]; escribir [198]; recibir [216]; repartir [2161]; ruido [1034]; izquierda [1352]; derecha [1573]; foto [882]; policía [629]; paso [279]; atrás [599]; adelante [722]; fondo [413]; habitación [1069]; francés [562]; hijo [140]; hija [769]; parar [706]; romper [733]; accidente [1661]; para [16]; tristeza [1993]; rabia [2500]; miedo [491]; pues [73]; alemán [761]; gesto [928]; llamada [1324]; algo [110]; cabeza [265]; de [2]; otro [35]; otra [35]; compañero [551]; dibujo [1726]; perro [888]; madre [226]; edificio [857]; cerca [1042]; banco [728]; ¿Cómo es? [N/A]; entre [63]; señora [509]; señor [201]; siete [603]; ocho [641]; nueve [991]; alguien [346]; brazo [470]; pierna [776]; saltar [1160]; escena [1089]; silencio [518]; voluntario [2732]; ayuda [784]; de nada [87]; gracias [275]; perdón [1729]</p> | <p>[958]; mayor¹ [154]; menor¹ [468] era [7]; eras [7]; escritor [864]; artista [817]; dueño [1239]; metro [798]; agradable [1997]; transporte [1400]; moderno [861]; posible [427]; popular [790]; normal [1000]; optimista [1025]; cierto[159]; buen [103]; gran [66]; mal [360]; único² [213]; conductor [2645]; dependiente [817] había [13]; tenía [19]; continuar [396]; convencer [1049]; desear [542]; imaginar [500]; prometer [1461]; amor [283]; arma [918]; caballero [2056]; enemigo [1066]; nombre [215]; increíble [1642]; estar a punto de [189]; sobre todo [N/A]; buscar [179]; preguntar [219]; organizar [1053]; llevar [75]; intentar [411]; terminar [253]; publicar [453]; ahora mismo [81]; hoy en día [167]; seguro [407]; segura [407]; alto [231]; alta [231]; bajo [236]; baja [236]; rico [398]; rica [398]; profesor [501]; autor [513]; científico [1067]; científica [1067]; músico [2060]; música [2060]; práctico [2141]; práctica [2141]; vale [572]; tan [104]; difícil [374]; fácil [584]; seguir [99]; sigo [99]; después [115]; ir [115]; querer [58]; quiero [58]; quieres [58]; quiere [58]; bastante [308]; lejos [833]; persona [108] no [11]; o [29]; mucho [41]; poco [76]; hasta [60]; cojo [1001]; autobús [3709]; igual [263]; incluso [336]; conocida [759]; próximo [466]; próxima [466]; tirar [685]; gritar [691]; alegría [1220]; diálogo [1466]; inglés [583]; inglesa [583]; hasta luego [150]; hola [1245]; favor [516] mover [467]; reducir [883]; explicar [304];</p> | <p>[743]; agua [1162]; carne [860]; nunca [158]; alto [231]; alta [231]; basura [2479]; material [689]; verde [812]; a [8]; quizás [345]; cambio [319]; esfuerzo [601]; ejemplo [187]; verdad [176]; último [188]; última [189]; fin [182]; vergüenza [1979]; evitar [495]; planta [768]; importante [7]; tarde [457]; cantidad [459]; fuego [884] guardar [687]; te [48]; como [20] está [21]; es[7]; son [7]; están [21]; saber [44]; poder [32]; puedo [32]; puedes [32]; amar [700]; vamos [33]; ir [33]; decir [31]; ver [38]; elegir [561]; salgo [114]; pongo [91]; enviar [704]; traigo [341]; saludar [1575]; besar [1591]; presentar [235]; tocar [327]; querer [58]; esperar [58]; primera [83]; propio [183]; propia [184]; segundo [223]; segunda 9224; tercero [450]; tercera [451]; abierto [654]; abierta [654]; cerrado [1201]; cerrada [1201]; lleno [684]; llena [684]; vacío [1585]; vacía [1585]; ligero [1930]; ligera [1930]; rojo [534]; roja [534]; amarilla [1381]; mucha [41]; pequeña [202]; verdadero [558]; verdadera [558]; falso [1599]; falsa [1599]; blanca [372]; bien [78]; bolígrafo [>5000]; teléfono [866]; pareja [892]; abuela [783]; padre [162]; abuelo [4796]; primo [1451]; prima [3051]; pelo [873]; van [33]; poco [76]; familia [233] faltar [524]; cola [1867]; hambre [1262]; talla [4026]; sitio [477]; recuerdo [771]; restaurante [2636]; maravilloso [1526]; aire [401]; por supuesto [529]; sed [N/A]; México [N/A]; ese [35]; esa [35]; esos, esas [35]; gratis [>5000]; roto</p> |
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| | <p>periódico [1026]; amigo [210]; zapato [1477]; cosa [69]; mesa [525]; silla [1271]; ventana [752]; puerta [274]; clase [320]; apoyar [666]; lavar [1676] sacar [273]; delante [1742]; fuera [299]; detrás [2044]; debajo [1366] venir [118]; nivel [297]; tierra [259]; luz [278]; muerto [1103]; muerte [294]; sentarse [249]; acordarse [535]; quedarse [100]; comunidad [523]; costumbre [972]; forma1 [119]; mexicano [849]; especial [436]; hora [160]; único¹ [214] costar [775]; preferir [714]; colocar [801]; soler [559]; probar [959]; mezclar [1567]; pan [1341]; huevo [1994]; leche [1397]; vino [1344]; dulce [1860]; tradicional [1222]; fresco [1494]; caliente [1810]; verdura [4335]; cortar [755] me² [22]; te² [48]; regalar [1420]; quitar [668]; caja [1074]; interesar [575]; importar [506]; alegrar [2252]; molestar [1377]; gustar [163]; encantar [1202]; preocupar [852]; prestar [1075]; [932]; libre [473]; máximo [935]; así [67]; partido [302]; fútbol [1471]; jugador [1019]; cine [952]; café [961]; acompañar [606]; dejar² [86]; amable [2707]; lo [10]; la [61]; música [340]; problema [145]; amiga [1172]; con [14]; otra vez [59-vez]; deporte [1489]; español¹ [262]; color [358]; plan [625]; flor [739]; hay [13]; mirar [125]; famoso [997]; bonito [891]; feo [2373]; mercado [487]; interesante [616]; regalo [1986]; torre [2138]; noche [164]; tarde² [392]; mañana [402]; por¹ [15]; todo¹; [472]barrio [940]; divertido [2446] les [25]; mandar [588]; contar [172]; cocinar [3704]; dolor [591]; arroz</p> | <p>[2164]; caro [2179]; cara [2179]; cumpleaños [3372]; un [6]; una [6]; chino [1349]; y [4]; bajar [484]; marca [1274]; red [744]; salud [613] Inglaterra [>5000]; temprano [1578]; normalmente [1696]; completamente [1185]; generalmente 1387; finalmente [948]; simplemente [731]; principalmente [1657]; oeste [2416]; este [>5000]; estación [1404]; voy [33]; vas [33]; va [33]; fui [33]; fuiste [33]; fue [33]; estadio [2581]; campo [342]; avión [1399]; tren [1488]; diciembre [1165]; enero [1173]; abril [1064]; marzo [1231]; en cambio [329]; paseo [2126]; tapa [3645]; frontera [1507]; ayer [617]; Estados Unidos [687]; médico [692]; médica [692]; sociedad [353]; cultura [469]; Italia [>5000]; extranjero [765]; parque [1354]; Francia [939]; cada [107]; año [46]; tienda [1515]; iglesia [437]; teatro [605]; siempre [96]; a veces [59]; al [8]; pasada [932]; semana [301]; intención [1171]; novio [1322]; novia [1996]; altura [970]; luego [150]; sur [661]; larga [301]; corto [1055]; corta [1055]; ya [39] vais [ir-22]; gastar [1866]; tener que [tener-19]; tocar² [327]; guitarra [2705]; Navidad [3513]; programa [339]; televisión [825]; siguiente [350]; tradición [1061]; estrella [974]; medianoche [4663]; desde [60]; hasta² [70]</p> <p>Numbers 80-100 ochenta [1967]; noventa [2459]; cien [ciento-440]; ciento (uno) [440]</p> | <p>[2736]; este [24]; esta [24]; hombre [97]; mujer [120]; carta [627]; idioma [1158]; mensaje [847]; vaso [1609]; producto [394]; tarjeta [1958]; gato [1728]; bueno [98]; buena [98]; grande [66]; chico [727]; chica [1129]; animal [322]; viejo [225]; opinión [578]; estudiante [795]; bebida [2787]; copa [1514]; tipo [168]; dos [64]; tres [134]; cuatro [241]; uno [425]; seis [438]; aquí [130]; ordenador [2624]; correo [1638]; fruta [1925]; negro [307]; negra [307]; todo [472]; costo [1707]; mismo [55]; misma [56]; elijo [561]; recojo [828]; éxito [708]; suerte [723]; suficiente [781]; rico [398]; rica [398]; trece [2700]; catorce [2411]; dieciséis [3373]; diecisiete [3430]; dieciocho [2730]; diecinueve [4232]; veinte [819]; tomate [4502]</p> | <p>aprobar [1248]; objetivo [657]; examen [2005]; hoja [916]; nota [1141]; fecha límite [límite-1194]; tener ganas de [N/A]; lo siento [sentir-136]; conmigo [1256]; de acuerdo [acuerdo-348]; imagen [384] tener [19]; tengo [19]; tienes [19]; tiene [19]; lee [209]; escuchar [281]; da [42]; trabajar [174]; marca [993]; puede [32]; pedir [217]; debe [71]; leer [209]; visitar [792]; dormir [403]; tomar [133]; crear [83]; entender [229]; dividir [1385]; traer [341]; poner [91]; dirigir [1385]; traducir [2037]; octubre [1242]; colegio [628]; mano [135]; ruso [1645]; actor [1533]; actriz [3567]; personaje [595]; euro [2435]; precio [557]; pagar [377]; veintiún [>5000]; treinta [830]; entrar [207]; su [12]; dinero [127]; solo [95]; respuesta [488]; escuela [424]; once [1700]; director [592]; número [324]; arte [208]; grupo [200]; palabra [192]; letra [977]; frase [1036]; opción [1175]; correcto [1467]; correcta [1467]; pared [778]; que [3]; sobre [62]; página [598]; minuto [598]; razón [360]; sueño [450]; apoyo [866]; risa [1101]; ánimo [1855]; ¿Cómo se dice? {n/a}; ¿Cómo se escribe? [N/a] diseñar [2010]; analizar [1126]; controlar [1169]; espacio [451]; ingeniero [1937]; ingeniera [1937]; tecnología [1048]; responsable [649]; misión [1485] piedra [774]; vuelo [1739]; luna [1240]; información [326] destacar [550]; desarrollo [369]; funcionar [777]</p> | <p>[>5000] engañar [1981]; fumar [1883]; cárcel [2043]; cigarrillo [2155]; documento [966]; mentira [1673]; rincón [1829]; sangre [555]; delito [1644]; prueba [651] mío [676]; tuyo [1717]; suyo [1002]; estadounidense [1071]; europeo [721]</p> |
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| | | [2882]; pollo [3577]; invierno [1813]; camiseta [4130]; gafas [>5000]; gris [1751]; naranja [2924]; tanto [88] | | | | | |
| | Development of cultural capital | Students will study the people, places and traditions of Mexico, developing their cultural awareness of Hispanophone world. | Students will study the Christmas traditions of Hispanophone cultures. | Students will look at the history of the conquest of Peru making to part of the Hispanophone world. Students will also study the migration of Spanish speaker into the US in the context of wider social issues. | Students will use this module to look at the idea of 'reporting the news' and in this will consider how news is reported. | Students will study typical family celebrations in Hispanophone cultures. Students will consider the novel Don Quijote. | Students will consider the concept of human right activism through a text exploitation. |
| | Development of reading | Integrated, detailed Reading text and tasks on the subject of Dia de los Muertos. | Integrated, detailed reading texts and tasks on the subject of Christmas traditions. | Integrated, adapted interviews and articles on social and climate issues. | Article on the film 'Luca'. https://holaquepasa.com/luca-la-nueva-pelicula-de-disney-pixar/ | Adapted text of Don Quijote - https://resources.ncelp.org/concern/parent/bv73c2154/file_sets/vt150m21s | Interviews from Spanish nes sites. https://www.eltiempo.com/bocas/entrevista-con-la-nobel-de-paz-rigoberta-menchu-para-la-revista-bocas-70264 |
| | Concepts –what will students be able to do at the end of the topic | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts and find key information within them to answer questions. • Listen to audio recordings and find key information within them to answer questions. • Write short answers to questions posed in writing or verbally. • Verbally give short answers to questions posed either verbally or in writing. • Use key verbs in the PRETERITE tense. • Form questions in Spanish. | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts and find key information within them to answer questions. • Listen to audio recordings and find key information within them to answer questions. • Write short answers to questions posed in writing or verbally. • Verbally give short answers to questions posed either verbally or in writing. • Form future tense using IR + a + infinitive structure. | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts of greater length and complexity understanding key details. • Listen to audio of greater length and complexity understanding key details. • Write more detailed answers to questions, offering additional details. • Speak clearly to give answers to questions with greater details. • Uses HACER confidently in a variety of tenses. | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts of greater length and complexity understanding key details. • Listen to audio of greater length and complexity understanding key details. • Write more detailed answers to questions, offering additional details. • Speak clearly to give answers to questions with greater details. • Use TENER and ESTAR with greater confidence. • Describe past events, including additional details, with confidence. | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts of varying lengths and complexities to uncover information and answer questions. • Listen to audio of varying levels of complexities, approaching a near-normal speed to find key information and answer questions. • Write developed answers to questions posed verbally or in writing offering additional details. • Speak clearly to give detailed answers to questions posed verbally or in writing, which include additional details. • Demonstrate confidence in using the possessive adjective. • Clearly describe standard routines. | <p>Students will be able to :</p> <ul style="list-style-type: none"> • Read texts of varying lengths and complexities to uncover information and answer questions. • Listen to audio of varying levels of complexities, approaching a near-normal speed to find key information and answer questions. • Write developed and structured answers to questions posed verbally or in writing offering additional details and using different tenses. • Speak clearly to give detailed answers to questions posed verbally or in writing, which include additional details and use different tenses. • Use IR, HACER and TENER with confidence in the preterite tense. |



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| Year Group | Topic | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|-------------------|---|---|---|--|--|---|--|
| Year 10 FRENCH | Topic | AQA Studio GCSE textbook – Module 2 Le temps de loisirs | AQA Studio GCSE textbook - Module 3 Jours ordinaires, jours de fête. | AQA Studio GCSE textbook - Module 4 De la ville a la campagne. | AQA Studio GCSE textbook - Module 5 Le grand large... | AQA Studio GCSE textbook - Module 5 Le grand large... | AQA Studio GCSE textbook - Module 6 Au college |
| | Core knowledge from this topic | Talking about free time activities, including sport and physical activities, reading and books, television, films, and music. Discussing actors and celebrities, your life online and social media, and how people spend their free time. Talking about tastes and opinions of different types of leisure and free time activities. | Talking about food and meals. Discussing shopping for clothes. Describing your daily life. Talking about food for special occasions. Using polite language. Asking questions Describing family celebrations. Describing festivals and traditions. Using a combination of tenses. | Talking about where you live, weather and transport. Describing a town and asking the way. Describing a region. Talking about your town, village or district. Discussing what to see and do. Discussing plans and the weather. Describing community projects. | Talking about what you normally do on holiday. Talking about holidays (past, present, future). Talking about an ideal holiday. | Booking and reviewing hotels. Ordering in a restaurant. Talking about travelling. Buying souvenirs. Talking about holiday disasters. | Students will describe their school subjects and the facilities of their school. Describe school uniform in detail and talk about the school day. They will talk about their subjects and their teachers and give opinions on school rules and problems. They will compare secondary to primary school and give opinions on this. |
| | Links to the national curriculum (if applicable) | <ul style="list-style-type: none"> ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings ● make accurate use of a variety of vocabulary and | <ul style="list-style-type: none"> ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings ● make accurate use of a variety of vocabulary and | <ul style="list-style-type: none"> ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings ● make accurate use of a variety of | <ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use accurate grammar, spelling and punctuation. | <ul style="list-style-type: none"> ● Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ● Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture | <ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use accurate grammar, spelling and punctuation. ● Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ● Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression |

- Confidently form ad use future tense using IR + a + infinitive structure.



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| | | grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | | | and expand understanding of the language and culture |
| Previous content that this topic builds upon | <p>Conjugating verbs in the present and imperfect tenses.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Use of <i>depuis</i>+ present tense.</p> <p>Using direct object pronouns.</p> <p>Developing use of the comparative and superlative.</p> | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense Likes and dislikes</p> <p>Foods drinks</p> <p>Conjugation of verbs in all forms.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement</p> | <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Complex opinions</p> <p>Directions</p> <p>Places in towns</p> <p>Weather</p> <p>Conjugating verbs fully.</p> | <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>'Si' phrases</p> | <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Countries and accommodation</p> <p>Activities for holidays</p> <p>transport</p> | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Personal and physical descriptions of others.</p> <p>School subjects</p> <p>Complex opinions</p> <p>Facilities in the school</p> | |
| Key vocabulary | <p>Lots of key vocabulary related to the following topics including:</p> <p>Le sport</p> <p>Je fais ... du canoë-kayak, du footing, du hockey sur glace, du patinage, du roller, du vélo/cyclisme, de la boxe, de la danse, de la musculation, de la natation, de la planche à voile, de la voile, de l'escalade, de l'équitation, des randonnées, Je trouve ça ... bien/cool, génial/super, passionnant, barbant/ennuyeux, nul/stupide</p> <p>La musique</p> <p>Je joue ... du piano, du saxophone, du violon, de la batterie, de la clarinette, de la flûte, de la guitare, de la trompette, de l'accordéon, Mon chanteur/Ma chanteuse,</p> | <p>Lots of key vocabulary related to the following topics including:</p> <p>Je bois/mange/prends ... du café/lait/jus d'orange/du pain grillé/beurre/du yaourt/miel/du poulet/jambon/poisson/du saucisson/fromage/du pain/riz/du chou-fleur/raisin/de la confiture/glace/de la soupe/viande/de la mousse au chocolat/tarte au citron/de l'eau (minérale)/des fruits (m)/bananes (f)/des fraises (f)/pêches (f)/des pommes (f)/poires (f)/des légumes (m)/petits pois (m)/des champignons (m)/haricots verts (m)/des carottes (f)/pommes de terre (f)/des céréales (f)/pâtes (f)/des crudités (f)/œufs (m)/Je ne</p> | <p>J'y habite depuis .../J'y vais ...</p> <p>Le paysage/La côte est vraiment...</p> <p>magnifique/impressionnant(e).</p> <p>On peut y faire/visiter/voir ...La région est connue pour ...</p> <p>Une personne célèbre qui est née en ...,</p> <p>Qu'est-ce qu'on va faire à ...? Je veux absolument (faire une promenade en bateau). J'ai envie de (louer un bateau). Ça m'intéresse de voir ... Je tiens à (visiter l'aquarium).</p> <p>Je voudrais aller au/à la/à l'/aux ...J'aimerais bien monter à la/au ...</p> <p>Ce qui me plaît ici, c'est qu'il y a ... En été/hiver, on peut ...</p> | <p>Lots of key vocabulary related to the following topics including:</p> <p>l'Algérie, l'Allemagne, l'Angleterre, l'Autriche, la Belgique, la Croatie, l'Espagne, les États-Unis, la France, le Japon, le Pakistan, les Pays-Bas, le pays de Galles, la Pologne, la Suisse, Normalement, je passe mes vacances en/au/à l'/aux ...</p> <p>Je vais au bord de la mer/à la campagne/ à la montagne. Je voyage en train/avion/ferry/voiture. Je fais du camping. Je loge dans un gîte/un hôtel/chez ma tante. Je vais avec ma famille</p> <p>C'est génial/extra/assez ennuyeux. Je me lève tôt. On se couche tard. Je me repose/me prépare. Je m'habille. Je vais à la plage.</p> | <p>Ça s'est très bien passé. C'était charmant/propres/bien situé/très pratique/pas cher/super.</p> <p>Le service était impeccable. Le Wi-Fi fonctionnait très bien. Le petit-déjeuner était offert. Il y avait ... un parking tout près/un micro-ondes/la climatisation dans la chambre. Il y avait un très bon rapport qualité-prix. Nous y avons passé un super séjour.</p> <p>Je voudrais une chambre ... pour une personne/pour deux personnes avec un lit simple/avec un grand lit/avec une salle de bains/avec une douche/avec une vue sur la mer/</p> <p>Votre chambre est ... au rez-de-chaussée/au premier/deuxième étage</p> | <p>le commerce, le dessin/les arts plastiques, le français, le latin, la biologie/les Sciences de la Vie et de biology, la Terre, la chimie, la géographie, la musique, la physique/les sciences physiques, la religion, la sociologie, la technologie, l'allemand, l'anglais, l'art dramatique, l'économie, l'éducation physique et sportive/l'EPS, l'espagnol, l'étude des medias, l'histoire, l'histoire-géo, l'informatique, l'instruction civique, l'italien, les arts ménagers, les maths, Je pense que ... est/sont ... intéressant(e)(s) passionnant(e)(s)ennuyeux/-euse(s) parce que ... c'est facile/fascinant/difficile/utile/inutile</p> | |



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| | <p>préféré(e), c'est ... car j'aime ses paroles/ses mélodies, J'aime aussi la musique de ... Ça me donne envie de ... Ça me rend ... J'ai téléchargé/acheté ... Je n'aime pas du tout la musique de ... Je déteste ...</p> <p>La technologie Je fais ... beaucoup de choses, des quiz/des recherches pour mes devoirs, Je fais des achats, Je vais sur mes sites préférés/des blogs/des forums, J'envoie des e-mails/emails, Je joue à des jeux en ligne.</p> <p>Films et télé J'aime/J'adore les ... Je (ne) suis (pas) fan de ... Je n'aime pas ... J'ai une passion pour les ... J'ai horreur des ... films de gangsters/d'action, films d'aventure/d'horreur, films d'arts martiaux, films de science-fiction, Je préfère ... les documentaires, les jeux télévisés, les magazines, les séries, les actualités, les émissions de musique/de sport/ de jeunesse/de télé-réalité, Mon émission préférée, c'est ... Je trouve ça ... Je pense que c'est ...</p> <p>Parler de sport Je fais de l'escrime/du footing depuis (quatre ans). Je pratique le trampoline depuis(trois mois). On joue au basket ensemble depuis (trois ans). J'aime beaucoup ça car c'est ... élégant/facile, ludique/sympa, rapide/beau, C'est un sport qui est bon pour ... le corps/le cœur, le mental/la concentration, ... et qui demande ... une excellente forme physique, une bonne coordination, de l'endurance, de bons réflexes, Ça m'aide à décompresser. Ça me fait du bien. Je préfère les sports individuels. Je respire. Je me</p> | <p>mange pas de viande/Je suis végétarien(ne).</p> <p>un paquet de ... un kilo de ... une bouteille de ... un pot de ...cinq cents grammes de ...quatre tranches de ...un morceau de ...un litre de ... une boîte de ... faut aller ... à la boucherie/à la boulangerie/à la charcuterie/à la pâtisserie/à l'épicerie (f)/au marché</p> <p>D'habitude, je porte ... Je vais mettre ... J'ai mis ... un blouson, un chapeau ,un collant, un costume, un jean moulant, un manteau, un pantalon, un polo, un pull, un sac à main, un short, un sweat à capuche, un tee-shirt, une casquette, une ceinture, une chemise, une cravate, une écharpe, une mini-jupe, une robe, une veste, des baskets (f), des bottes (f), des chaussettes (f), des chaussures (f), des gants (m), des lunettes de soleil (f), blanc(he)(s), bleu(e)(s), gris(e)(s), jaune(s), kaki, marron, mauve(s), noir(e)(s), orange, rose(s), rouge(s), vert(e)(s), en coton/cuir/laine/soie, rayé(e), à carreaux, de couleur vive, multicolore, clair(e), foncé(e), tous les jours sauf Je vais au lycée ...</p> <p>en bus/en scooter/en voiture/à pied, je dois me lever tôt, je prends mon petit-déjeuner je quitte la maison, je peux rester au lit/faire la grasse je dois faire mes devoirs, je mange avec ma famille, je regarde un peu la télé</p> <p>je peux me détendre un peu, je reste à la maison/chez</p> | <p>Le problème, c'est que/qu' ...il n'y a pas assez de (magasins/espaces verts) il n'y a plus de (cinéma) il n'y a ni (parc) ni (aire de jeux) il n'y a aucun (bowling) il n'y a aucune (zone piétonne) il n'y a qu'un seul (magasin) il n'y a qu'une seule (rue) il n'y a rien pour les jeunes/ il n'y a pas grand-chose à faire</p> <p>Il y a ... beaucoup de monde/de voitures/trop de circulation/de gens/tellement de bruit/de gens au chômage/peu de travail/de transports en commun/commerces/toujours des déchets par terre/plusieurs boîtes de nuit/café/restaurants. Le bowling a fermé. C'est sale/(trop) tranquille/très animé. Ce n'est jamais tranquille. Je trouve ça triste/déprimant/affreux/nul/désagréable. En général, je (ne) suis (pas) content(e) de mon village/quartier/ma ville.</p> <p>Qu'est-ce qu'on fera? On ira pique-niquer dans le parc. Ce sera génial! Je resterai à la maison. Je regarderai un film. Je jouerai à des jeux vidéo/au football. On ne fera pas de barbecue. On mangera dans un restaurant.</p> <p>J'ai/Nous avons ... collecté de l'argent/vendu nos vieux jeux et jouets/lavé des voitures/acheté (de la peinture)/planté des arbres/lancé une pétition en ligne/obtenu presque 2 000 signatures/écrit un article dans le journal local/Le week-end prochain, nous irons là-bas pour ... ramasser les déchets/nettoyer la salle/repeindre les murs/La semaine prochaine, on finira/d'installer/de</p> | <p>Je me baigne dans la mer. Je me promène. Je rentre à l'hôtel. Je sors au restaurant.</p> <p>On peut ... faire une visite de Paris/ faire de l'escalade/visiter les musées/monuments/aller à la pêche/à la plage/jouer à la pétanque</p> <p>Je logerais ...dans un gîte à la campagne/dans un hôtel 4 étoiles/dans une auberge de jeunesse/dans une caravane/dans une chambre d'hôte/dans une tente, sur une île déserte/sur un bateau</p> <p>Je voyagerais ... avec mes copains/copines/avec ma famille/avec mes parents/avec mes grands-parents/avec mon lycée/avec une organisation/seul(e)</p> <p>Je regarderais le coucher du soleil. Je nagerais avec les poissons tropicaux. Je ferais des randonnées. Je ferais du canoë-kayak. Je me reposerais. Je m'amuserais avec mes copains/copines. Je mangerais bien. Il y aurait ... un café qui serait ouvert toute la nuit/une salle de jeux/des feux d'artifice tous les soirs/des spectacles son et lumière/des visites guidées. Il n'y aurait aucun bruit! Il n'y aurait pas beaucoup d'adultes!</p> <p>Ce serait ...formidable/luxueux/merveilleux/passionnant/pittoresque/reposant/tranquille</p> <p>Nous avons passé X jours dans cet hôtel/cette chambre d'hôte.</p> | <p>Je préférerais une table ...en terrasse/à l'intérieur. Je vais prendre le plat du jour/le menu à 30 euros/(la soupe à la tomate) en entrée/(le filet de loup de mer) comme plat principal/(la mousse au chocolat) comme dessert</p> <p>Qu'est-ce que vous avez, comme desserts? On peut avoir l'addition, s'il vous plaît? Les prix n'étaient pas excessifs. C'était cher.</p> <p>L'accueil était très chaleureux. Nous avons dû attendre plus de cinq minutes. L'ambiance était vraiment agréable.</p> <p>L'atmosphère était super bruyante. Le serveur/La serveuse était ... très attentionné(e)/médiocre</p> <p>À recommander! Je n'y retournerai jamais!</p> <p>un couteau/une cuillère/une fourchette/une serviette entrées/brochettes (fpl) de crevettes/escargots (mpl)/soupe (f) à la tomate/tarte (f) à l'oignon/plats principaux/épaule (f) d'agneau/cuisse (f) de canard/gratin (m) dauphinois/lasagnes (fpl) végétariennes/loup (m) de mer/poulet (m) basquaise/rôti (m) de veau/desserts/ crème (f) brûlée/mousse (f) au chocolat/roulé (f) au chocolat/sorbet (m)/tarte (f) au citron /tarte (f) aux pommes</p> <p>Si j'avais le choix, pour aller ...en Inde/Russie/Chine/au Sénégal/Vietnam/Brésil ... je voyagerais ... en car/train/avion/à moto</p> <p>un billet/un aller simple/un aller-retour/en première classe/en deuxième</p> | <p>Je trouve que/qu' ... les journées sont trop longues/ on a trop de contrôles/les profs sont excellents/l'école commence à ... heures et finit/on porte un uniforme scolaire/ses propres vêtements/on achète ses propres stylos et règles/on ne redouble pas/on étudie</p> <p>Je préfère le système (anglais/français) parce que ...les horaires sont plus raisonnables/l'uniforme scolaire est pratique/inutile/l'école fournit l'équipement/le redoublement (n'est) (pas) une good bonne idée/on (n')étudie (pas) ... Dans cette école, il faut ... être à l'heure/faire ses devoirs/porter l'uniforme scolaire/Il ne faut pas ... manquer les cours/sans tricher pendant un contrôle/Il est interdit de/d' ... mâcher du chewing-gum/utiliser son portable en classe/porter des bijoux/des piercings/trop de maquillage/harcéler d'autres élèves/sortir de l'école pendant l'heure du déjeuner. Je trouve ça ...raisonnable/logique juste/injuste/ridicule/frustrant parce que/car ...c'est/ce n'est pas dangereux/il faut protéger les jeunes/on n'est pas des bébés/il faut respecter les autres/la mode n'a pas de place à l'école/c'est/ce n'est pas important/l'école, c'est pour apprendre/J'ai eu une heure de retenue/de colle. J'ai dû copier des lignes. Quelle perte de temps! Je pense que tu as raison. Ah non, tu as tort. Moi aussi, je trouve que ...Je (ne) suis (pas) d'accord avec toi. Tu rigoles! se concentrer en classe/se coucher tôt/se détendre/dormir huit</p> |
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| | | <p>fixe des objectifs. J'oublie mes soucis.</p> <p>Ma vie d'internaute Je suis passionné(e) de ... photographie/cinéma/musique, Il y a (deux mois), j'ai créé ... une page Facebook, une chaîne YouTube, une station de radio, un blog, Ça (ne) marche (pas) très bien. J'ai beaucoup d'abonnés et de mentions «J'aime». Je vais travailler avec mon ami/ma soeur/mon prof ... car il/elle est plus/moins ... que moi, arrogant(e)/créatif/-ive, modeste/patient(e), optimiste/organisé(e), sérieux/-euse/technophobe, Nous allons créer ...</p> <p>La lecture Quand j'avais X ans, je lisais ... J'aimais ... Avant, avec mes enfants, on lisait ... des histoires/des romans, des livres illustrés/classiques, des livres pour enfants/des journaux, Maintenant, je lis ... sur ma tablette/mon ordi, sur Internet, Maintenant/Aujourd'hui, les jeunes ... lisent des blogs/des textos/des tweets, passent tout leur temps sur leur portable, Je trouve ça génial, Je trouve que c'est bien/mieux/un peu dommage. À mon avis, Internet a tué les joies de la lecture.</p> <p>Mes émissions préférées Mon émission de télé préférée, c'est ... C'est (un docu-réalité) qui parle de ... Je le/la regarde ... toutes les semaines, tous les jours/mois, Je le/la trouve formidable /super, /génial(e). Je ne le rate/manque jamais. Je ne le/la regarde jamais, Je le/la trouve débile/vulgaire, J'adore les animateurs/animatrices, Les acteurs sont excellents/ne</p> | <p>moi, je sors avec mes copains, je dois aider ma mère/mon père, je vais au cinéma/au bowling Ma fête préférée est ... D'habitude, je le/la fête ...</p> <p>On fait/décore/se souhaite ... D'abord, on mange/boit ... suivi(e)s d'...une dinde, une bûche de Noël, Dedans, il y a ... Je grignote après l'école.</p> <p>Je ne grignote jamais en dehors des repas. Je regarde la télé en mangeant le soir. Dans ma famille, on ne regarde pas la télé en mangeant. Je suis né(e) en ...Je viens de fêter ... Il y a (trois) mois, j'ai fêté ... C'était mon quatorzième/quinzième anniversaire ...J'ai reçu beaucoup de ... J'ai invité ... à un barbecue/une fête chez moi. Je suis allé(e) au mariage (de mon oncle) à la mairie avec toute ma famille. On a mangé/écouté/dansé/joué/fait/vu ... C'était une excellente soirée! Pour fêter mon prochain anniversaire le jour férié, le jour de l'An, la fête des Rois/l'Épiphanie, la Chandeleur</p> <p>à part, bien sûr, chez (moi), d'habitude, de temps en temps, en revanche, ensuite, jusqu'à, parfois, sauf, si, sinon, tôt, vite, la moitié de, trois quarts de, un quart de, un tiers de, une personne sur (cinq).</p> | <p>construire ... un passage piéton/un panneau/une aire de jeux/a playground Ailleurs/ne ... aucun(e)(s)/ne ... jamais/ne ... ni ... ni .../ne ... personne/ne ... plus/ne ... que/ne ... rien/non plus/alors/donc/de plus/en plus/également/d'ailleurs/p ar contre/malheureusement/ enfin/plein de/tellement/le lendemain/selon/plusieurs/ quelques/trop (de)/peu (de)/assez (de)/enough/tellement (de)</p> | | <p>classe/les horaires/le guichet/le quai/la salle d'attente Avant de partir, j'avais ... réservé mon billet d'avion /fait ma valise/des recherches/découvert/décidé que ... /tout préparé/ J'étais allé(e) à l'agence de voyages. je me suis cassé la jambe /j'ai oublié mon passeport /j'ai raté l'avion /j'ai pris un coup de soleil affreux/le camping-car est tombé en panne/on m'a volé mon sac à main Alors/Donc ...j'ai dû aller au commissariat/à l'hôpital/chez le médecin. Quelle horreur! J'étais triste. On était bien déçus. ce matin/cet après-midi/demain/hier/l'année dernière/prochaine/ le dernier soir/le week-end dernier/prochain/tous les ans/étés/certainement/du coup/entre temps/finalement/franchement/toute la journée/puis</p> | <p>heures par nuit/ éteindre les écrans/ être en bonne forme /se faire de nouveaux amis/faire de la méditation ou du yoga/faire une activité sportive /manger équilibré / participer à la chorale / profiter des sorties scolaires /se reposer / respirer / le corps / / le sommeil / les matières grasses. Je mange sainement. J'essaie de manger cinq portions and de fruits et de légumes par jour. Je suis végétarien(ne). Je mange rarement des bonbons. Je fais attention à ce que je bois. Je ne bois pas de boissons gazeuses. Je bois uniquement de l'eau. Je fais du sport régulièrement. dors suffisamment. Je me couche de bonne heure. Les examens me stressent. Je médite tous les jours. Je m'amuse avec mes copains. calmement /dur /également / énormément / / facilement/ heureusement /lentement /mieux /rarement /recentment /régulièrement / sainement /suffisamment / uniquement. boire de l'alcool / se droguer/ fumer (des cigarettes, du cannabis)/avoir mal à la tête/ s'isoler/souffrir de changements d'humeur/ivre/ je suis accro à ... C'est une perte d'argent. Ça coûte très cher. C'est mauvais pour la santé. On risque d'avoir un cancer (des poumons, du foie) ou d'autres problèmes. C'est dangereux. C'est nocif. On devient facilement accro. On peut vite devenir dépendant. Si on fume, on sent la fumée. Ça pue. Ça me donne confiance. Ça m'aide dans les situations</p> |
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| | | <p>sont pas crédibles, Le scénario n’a aucun rapport avec la réalité, Je le/la regarde en version originale. Avant, je regardais/nous regardions ... Maintenant, j’ai tendance à regarder ... en direct sur la TNT, en replay/streaming</p> <p>Le cinema</p> <p>Je suis passionné(e) de cinéma. J’admire ... Je suis fan de ... depuis ... Il est le plus ... Elle est la plus ... beau/belle, intelligent(e), talentueux/-euse, élégant(e), doué(e), chic. Chez lui/elle, il y a très peu ... de prétention, de vanité, d’arrogance, Il/Elle est extrêmement modeste/ sincère/humble. J’ai vu le film ... il y a un moment et depuis, je suis fan, Apparemment, quand il/elle était jeune, X compte parmi les acteurs les plus connus et les plus appréciés au monde. J’adore ses films et je les recommande. Je vais voir son prochain film très bientôt.</p> <p>Les mots essentiels</p> <p>Normalement, quelquefois, souvent, tous les jours, hier soir, récemment, depuis un moment, lorsque, d’abord, ensuite, à mon avis, personnellement, car, cependant, apparemment, en general, de toute manière, surtout, autant de, de plus en plus, en dehors de, ensemble, notamment, partout, pas du tout, pour la plupart, tandis que</p> | | | | | <p>sociales. Je ne veux pas grossir.</p> |
| | <p>Development of cultural capital</p> | <p>Students will learn about French musicians and TV and film actors and actresses. They will read about popular television shows and also the Cannes film festival.</p> | <p>Students will learn about typical dishes from France and French-speaking countries. They will also look into the most popular festivals in France and also look at “Le Carnaval de Guadeloupe”. Students will explore different French cities for</p> | <p>Research into French speaking countries and thinking about these as holiday destinations. Also students will research main towns and cities in France to have a better knowledge of the country.</p> | <p>Research into French speaking countries and thinking about these as holiday destinations. Students will look at “La francophonie” as a whole and the differences between these countries.</p> | <p>Research into French speaking countries and thinking about these as holiday destinations. Students will look at “La francophonie” as a whole and the differences between these countries continued.</p> | <p>Comparisons of UK schools and French/Francophone schools. In particular, looking at the uniform policy and rules in a school in Paris.</p> |



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| | | | example Paris and Marseille. They will research what things you can do in these cities and plan a trip there. | | | | |
| | Development of reading | Students will read an article about free time activities in France called “Decouvre le Quidditch, un sport pas si sorcier” https://www.1jour1actu.com/sport/decouvre-le-quidditch-un-sport-pas-si-sorcier | Students will study the French poem “Les Djinns” by Victor Hugo. http://zonelitteraire.e-monsite.com/medias/files/sujet-bac-poesie-toutes-series-calligramme.pdf | Students will study a section of the book “Le Comte de Monte-Cristo” by Alexandre Dumas. The section they will look at explores a description of the town and country at that time to link with the topic of this module. http://www.gutenberg.org/ebooks/17989 | Students will look at a section of the novel “Quasimodo” by Victor Hugo. This specific section focusses on Paris and the Notre Dame. https://www.gutenberg.org/files/2610/2610-h/2610-h.htm | Students will look at a section of the novel “Quasimodo” by Victor Hugo. This specific section focusses on Paris and the Notre Dame. https://www.gutenberg.org/files/2610/2610-h/2610-h.htm | Students will read an extract from a French student blogger called “mes conseils pour la rentrée” http://forum.momes.net/momes/aide-devoirs/passer-scolaire-calme-sujet_1240_1.htm |
| | Concepts –what will students be able to do at the end of the topic | Students will: <ul style="list-style-type: none"> • Be able to write detailed sentences about a variety of free time activities, link them together with appropriate connectives and include basic time phrases. • Students will be able ask and answers questions, giving additional details, about their free time activities. • Be able to write an extended piece about free time activities, including their opinions on various activities. • Be able to investigate spoken and written texts to discover key information and use their reading and listening skills to determine answers to questions. | Students will: <ul style="list-style-type: none"> - be able to write a detailed account describing mealtimes and what they do as part of their daily routine. - be able to hold a detailed conversation and ordering in a restaurant. - be able to write an extended prose about a music festival or another festival they have visited in the past. - be able to listen, read, speak and write using three tenses. | Students will <ul style="list-style-type: none"> - be able to read, listen, speak and write in detail about places in their town and compare these to other towns. - be able to ask and answer queries about directions and also give directions to someone else. - be able to hold detailed conversations and role plays in shops where they will be buying clothes and presents. - be able to talk about problems in town and describe a visit in the past. | Students will <ul style="list-style-type: none"> - be able to write about and discuss holidays in the present, past and future. - be able to ask and answer questions about their holiday preferences | Students will <ul style="list-style-type: none"> - talk about the weather. - be able to listen, read, speak and write about holidays using at least 3 tenses. | Students will <ul style="list-style-type: none"> • be able to make comparisons about their own school and schools in Francophone countries. • be able to give a detailed description of their school and offer an objective view of their opinions. • be able to give complex opinions about the rules and suggest what they would like to have in their ideal school - be able to read, listen, speak and write in detail and include at least three tenses. |
| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 11 FRENCH | Topic | AQA Studio GCSE textbook - Module 7 - Bon travail! | AQA Studio GCSE textbook - Module 8 | All-Module recap and revision including exam preparation | Speaking exam preparation. Listening, reading and writing revision. | Speaking exam preparation. Listening, reading and writing revision. | |



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| <p>Core knowledge from this topic</p> | <p>Students will study listening, reading, writing and speaking activities based about the following topics: Jobs; job preferences; work experience; importance of learning a language; gap years.</p> | <p>Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems; international sporting events.</p> | <p>Students will look at revision activities for all modules, allowing general revision of vocabulary, grammar skills, and core topics in wider contexts.</p> | <p>How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.</p> | <p>How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.</p> | |
| <p>Links to the national curriculum (if applicable)</p> | <ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar | <ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions deduce meaning from a variety of short and longer written texts from a range of specified contexts, including | <ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings | <ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level recognise and respond to key information, important themes and ideas in more extended spoken text, including | <ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level recognise and respond to key information, important themes and ideas in more | |



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| | <p>material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | <p>authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. | <ul style="list-style-type: none"> identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | <p>authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p> <ul style="list-style-type: none"> use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> | <p>extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p> <ul style="list-style-type: none"> use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> | |
| Previous content that this topic builds upon | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense</p> | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating</p> | <p>This is a complete consolidation of the whole GCSE French course so this will be based on all previous content from years 9-11.</p> | <p>This is a complete consolidation of the whole GCSE French course so this will be based on all previous content from years 9-11.</p> | <p>This is a complete consolidation of the whole GCSE French course so this will be based on all previous content from years 9-11.</p> | |
| Key vocabulary | <p>Ma mère/Mon père est ... Je voudrais être ... acteur/-trices agent de police agriculteur/-trice architecte</p> | <p>Ce qui est important pour moi dans la vie, c'est d'abord ... Ensuite, c'est ... le sport la musique ma</p> | <p>General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.</p> | <p>General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.</p> | <p>General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.</p> | |



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| | | <p>boucher/-ère boulanger/-ère caissier/-ère coiffeur/-euse créateur/-trice de mode dentiste directeur/-trice électricien(ne) employé(e) de bureau facteur/-trice fonctionnaire infirmier/-ère informaticien(ne) ingénieur(e) journaliste maçon(ne) mécanicien(ne) médecin professeur secrétaire serveur/-euse soldat /hôtesse de l'air vendeur/-euse vétérinaire J'adore (la campagne). Je suis passionné(e) par (la loi et la justice). Je suis fort(e) en (maths). Je suis (courageux/- euse). (Voyager), c'est ma passion. (Les avions) me fascinent. Je préférerais travailler (en plein air). Je voudrais travailler avec (des enfants). Je voudrais/J'aimerais travailler comme ...Je veux être L'orientation Dans quel secteur voudrais-tu travailler l'audiovisuel et les medias l'informatique et les télécommunications l'hôtellerie et la restauration les arts et la culture le commerce Je suis assez satisfait(e) de mon travail. Avant, j'étais/je travaillais comme ... C'était affreux/stressant/mieux/pire . C'était mal payé. Le travail était monotone. Il n'y avait aucune possibilité d'avancement. Je m'entendais mal avec mon patron. J'ai décidé de (suivre une formation Maintenant, je suis diplômé(e) Mon nouveau boulot est (plus créatif). Mes collègues sont tous très sympa. Avant de continuer mes études, ... Before I continue my studies ... Après avoir terminé mes examens, ... After having finished my exams ... Après avoir quitté le collège, ... Plus tard/Un jour, ... Je</p> | <p>santé ma famille l'argent (m) mes études mes animaux mes amis Ce qui me préoccupe/m'inquiète (le plus), c'est ... l'état (m) de la réchauffement climatique la pauvreté dans le monde l'injustice (f) l'environnement (m) les sans-abri les personnes qui sont emprisonnées à tort les enfants qui n'ont pas assez à manger On peut/Il est possible de ... parrainer un enfant en Afrique/faire un don à une association caritative / faire du bénévolat / Il faut ... lutter contre la faim /lancer des pétitions / écrire à son/sa député(e) participer à des manifestations/agir maintenant faire des campagnes de sensibilisation/Il ne faut pas ignorer (ces gens). Notre planète. Le plus grand problème pour la planète, c'est ... is ... le changement climatique,le déboisement, la destruction de la couche d'ozone la destruction des forêts tropicales la disparition des espèces la guerre le manque d'eau douce la pollution de l'air la sécheresse la surpopulation un incendie (m) a fire une fuite de pétrole des inondations (f) un tremblement de terre un typhon Protéger l'environnement Que devrait-on faire pour sauver notre planète? Actuellement, je ne fais pas grand-chose pour protéger l'environnement. Je fais déjà pas mal de choses. Je pourrais/On devrait ... trier les déchets faire du compost à la maison éteindre les appareils électriques et la lumière en quittant une pièce baisser le chauffage et mettre un pull</p> | | | | |
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| | | <p>veux/J'aimerais/Je préférerais J'espère...J'ai envie de/d' ... J'ai l'intention de/d' ... Mon rêve serait de/d' ... aller à l'université/à la entrer en apprentissage/ faire du bénévolat/travail volontaire prendre une année sabbatique J'espère me marier/me pacser.J'ai l'intention de faire le tour du. Mon but est de fonder une famille. Je ne veux pas avoir d'enfants. Je n'ai aucune intention de m'installer avec mon copain/ma copine. Je voudrais parler avec. Sa ligne est occupée. Est-ce que je peux laisser un message? Je vais vous transférer vers sa messagerie vocale. Ne quittez pas. Je vous le passe. Je peux vous être utile? Parlez-moi un peu de ce que vous faites actuellement. Actuellement, je suis (au lycée). Je suis en train de (préparer baccalauréat/mes examens. Quelles matières étudiez-vous? J'étudie (huit) matières, (l'EPS). Qu'est-ce que vous ferez après vos examens? Si je réussis mes examens, j'espère (aller à l'université). to university). J'aimerais également (prendre une année sabbatique). Pourquoi vous intéressez-vous à ce poste? Je crois que ce serait une bonne expérience pour moi. Quelles sont les qualités personnelles que vous apporteriez à ce poste? Je suis quelqu'un de (bien organisé/ de très motivé/de créatif). Je suis étudiant(e) en ... J'apprends à devenir Il y a six mois, j'ai commencé à travailler dans/chez/en ... Je voudrais travailler à plein temps/ mi-temps dans (le tourisme). Lorsque j'étais plus jeune, je rêvais d'être (infirmier/-ière). J'ai décidé de changer d'orientation à</p> | <p>utiliser du papier éviter les produits jetables acheter des produits verts privilégier les produits bio utiliser les transports en commun favoriser le covoiturage aller au collège à vélo refuser les sacs en plastique apporter une bouteille d'eau au lieu carry a bottle of water instead of de prendre un gobelet jetable using disposable cups récupérer l'eau de pluie pour arroser le jardin fermer le robinet pendant qu'on se lave les dents boire l'eau du robinet prendre une douche au lieu de prendre un bain tirer la chasse d'eau moins fréquemment faire plus do more D'où vient ton tee-shirt? Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables. Les ouvriers sont sous-payés. Leur journée de travail est trop longue. Si un produit est bon marché, je ne l'achète pas. Trop de travailleurs sont exploité/ exposés à des risques. À mon avis, on devrait... boycotter les grandes marques qui ne respectent pas leurs ouvriers forcer les grandes marques à garantir un salaire minimum acheter des habits issus du commerce équitable acheter des vêtements fabriqués en France réfléchir à l'impact sur l'environnement essayer de respecter l'homme et l'environnement à la fois Faire du bénévolat Ça me permet d'élargir mes compétences. Ça me donne plus confiance en moi. Ça me donne le sentiment d'être utile. C'est important de participer à la vie en société. On a la</p> | | | | |
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| | | <p>cause de...Mon travail consiste à (accueillir les clients). Je m'occupe aussi (des réservations). Je vends (des billets). Je suis passionné(e) par mon travail. J'apprécie surtout (le contact avec les gens). Le seul inconvénient de mon métier, c'est que ... Pour faire ce métier, il faut ... être savoir parler d'autres langues. Plus tard/Quand je serai diplômé(e), ... je partirai en vacances, j'essaierai d'apprendre le japonais. au sujet de, avant tout, malgré, non seulement, plus tard plutôt, quant à ...</p> | <p>responsabilité d'aider les autres et de ne pas se focaliser sur soi-même. Il y a beaucoup de personnes qui ont besoin d'un peu de gentillesse. Je travaille ... sur un stand d'Oxfam dans un refuge pour les animaux Je fais partie de l'organisation X. Je rends visite à une personne âgée. Je participe à des projets de conservation. J'aide des enfants du primaire à faire leurs devoirs. Je soigne les animaux. Je soutiens les SDF. On s'adresse aux ... sensibiliser prendre conscience de to become aware of soigner to look after, treat accueillir affronter, Les grands événements Un avantage de cet événement, c'est que ... D'un côté, ça ... En plus, ça ... met en avant la culture met en avant la ville hôte crée un sentiment de fierté nationale permet aux gens de passer un bon moment encourage la pratique du sport unit les gens donne des modèles aux jeunes crée du travail attire des touristes Cependant, ...Un inconvénient, c'est que ... D'un autre côté, ... Par ailleurs, ... les ouvriers qui construisent les stades sont souvent exploités les prix augmentent la ville hôte est souvent endettée après l'événement ça laisse une empreinte carbone très importante J'estime/Je trouve/Je suis persuadé(e) ... que/qu' ... il y a du pour et du contre les festivals sont une chose positive/négative pour un pays/une région les panneaux solaires les toilettes sèches les véhicules électriques le papier recyclé Les mots essentiels</p> | | | | |
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| | | | à part tout cela bien que (+ subjunctive) ceci dit comme ça ... du coup,... en ce qui concerne en même en train de il s'agit de, pas mal de, quotidiennement tel(le)(s) que, tout le monde | | | | |
| Development of cultural capital | Students will compare how young people live in France and research how youth lifestyle differs to that of young people in the UK. | Students will read about important 'big' events such as "Le coupe de monde", "La Tour de France", "Le Carnival d'Avignon". | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. Wider use of authentic texts / audios will allow students to experience French in different ways. | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. | | |
| Development of reading | Students will read an adapted text from a University magazine titles "Université cherche prof de LEGO a 8000€ par mois". Which explores an unusual job advert. http://www.momes.net/Blog/Universite-cherche-prof-de-LEGO-a-8000-par-mois | Students will look at and analyse the french poem "La terre est ronde" by Maurice Careme https://www.poesies123.com/poeme-la-terre-est-ronde-maurice-careme/ | Students will look at a variety of literary texts to develop their reading and analysis skills to prepare them for these questions on the exam. | Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam. | Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam. | | |
| Concepts –what will students be able to do at the end of the topic | Students will <ul style="list-style-type: none"> • be able to write a detailed account about what job they would like to do in the future and any future plans they may have, including if they want to take a gap year or not. • be able to talk about part time jobs and write about how they earn money. • be able to give a presentation about the importance of learning languages and understand and write their own application forms. | Students will <ul style="list-style-type: none"> • be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. • be able to write in detail about the environment and discuss global problems. • be able to hold a conversation about international sporting events and compare more than one event. • be able to give a mature and thorough approach to discussing environmental | Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • Be confident on the topics contained in each theme for the exams. • Begin to develop their own understanding of their confidence and skill level in each topic / theme and use this to help them formulate and learn key phrases for themselves. | Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. | Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. | | |



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| Year Group | Topic | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Year 11 SPANISH | Topic | A currar! - Work | Hacia un mundo mejor – Making a better world | All-Module recap and revision including exam preparation | Speaking exam preparation. Listening, reading and writing revision. | Speaking exam preparation. Listening, reading and writing revision. | |
| | Core knowledge from this topic | Students will study listening, reading, writing and speaking activities based about the following topics: Jobs; job preferences; work experience; importance of learning a language; gap years. | Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems; international sporting events. | Students will look at revision activities for all modules, allowing general revision of vocabulary, grammar skills, and core topics in wider contexts. | How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary. | How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary. | |
| | Links to the national curriculum (if applicable) | <ul style="list-style-type: none"> ● listen to and understand clearly articulated, standard speech at near normal speed ● be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge ● identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events ● take part in a short conversation, asking and answering questions, and exchanging opinions ● deduce meaning from a variety of | <ul style="list-style-type: none"> ● listen to and understand clearly articulated, standard speech at near normal speed ● be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge ● identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events ● take part in a short conversation, asking and answering questions, and | <ul style="list-style-type: none"> ● listen to and understand clearly articulated, standard speech at near normal speed ● be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of | <ul style="list-style-type: none"> ● students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use ● students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level ● students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary | <ul style="list-style-type: none"> ● students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use ● students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level ● students will be expected to understand different types of written language, including relevant personal communication, public information, | |



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| | | <p>short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | <p>exchanging opinions</p> <ul style="list-style-type: none"> deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | <p>extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</p> <ul style="list-style-type: none"> identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events | <p>texts, appropriate to this level</p> <ul style="list-style-type: none"> recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> | <p>factual and literary texts, appropriate to this level</p> <ul style="list-style-type: none"> recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> | |
| Previous content that this topic builds upon | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.</p> | <p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.</p> | <p>This is a complete consolidation of the whole GCSE Spanish course, so this will be based on all previous content from years 9-11.</p> | <p>This is a complete consolidation of the whole GCSE Spanish course so this will be based on all previous content from years 9-11.</p> | <p>This is a complete consolidation of the whole GCSE Spanish course so this will be based on all previous content from years 9-11.</p> | | |



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| | Present, future and past tenses. Conditional tense | Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating | | | | |
| Key vocabulary | <p>Soy... / Es... I am... / Me gustaría ser... abogado/a /albañil / amo/a de casa / azafato/ bailarín(a) /bombero/a camarero/a cantante /cocinero/ contable /dependiente/ diseñador(a) /electricista / enfermero/a /escritor(a) /fontanero/a /fotógrafo/a / funcionario/ guía turístico/a / ingeniero/a jardinero/a mecánico/ médico/a músico/a peluquero/a periodist policía profesor(a) recepcionista socorrista /soldado/ veterinario/un trabajo... artístico / emocionante exigente / importante /fácil / difficult manual / monótono manual / monotonous variado / repetitive con responsabilidad / con buenas perspectivas /con un buen sueldo</p> <p>Tengo que... / Suelo... cuidar a los clientes / pacientes / pasajeros / contestar llamadas telefónicas /cuidar las plantas y las flores /enseñar / vigilar a los niños / hacer entrevistas / preparar platos distintos /servir comida y bebida /trabajar en un taller / en un hospital / en una tienda / a bordo de un avión in / vender ropa de marca / viajar por todo el mundo ¿Qué tipo de persona eres? Creo que soy... ambicioso/a comprensivo/a creativo/a extrovertido/a / fuerte / inteligente / organizado/a /paciente / práctico/a / serio/a / trabajador(a) /valiente</p> <p>¿Qué haces para ganar dinero? ¿Tienes un trabajo a tiempo parcial? Reparto periódicos. Hago de canguro. Trabajo de cajero/a. Ayudo</p> | <p>¿Cómo es tu casa? Vivo en... un bloque de pisos / una casa individual / una casa adosada a / una residencia de ancianos /una finca / granja</p> <p>Alquilamos una casa amueblada. Está en... / on... un barrio de la ciudad / las afueras / el campo / la costa / la montaña / sierra / el cuarto piso de un edificio antiguo</p> <p>Mi apartamento / piso tiene... tres dormitorios /dos cuartos de baño / una cocina amplia y bien equipada / un comedor recién renovado a / un estudio / un aseo / un sótano / un salón / una mesa / unas sillas</p> <p>Mi casa ideal sería... Tendría... una piscina climatizada /mi propio cine en casa /una sala de fiestas / Cambiaría los muebles. Pintaría ... de otro color.</p> <p>¿Cómo se debería cuidar Para cuidar el medio ambiente /se debería... apagar la luz / ducharse en vez de bañarse / separar la basura /reciclar el plástico y el vidrio /desenchufar los aparatos eléctricos / ahorrar energía / cerrar el grifo / hacer todo lo posible / no se debería... malgastar el agua/usar bolsas de plástico</p> <p>¿Cuáles son los problemas más serios hoy en día? Me preocupa(n)... el paro / desempleo /el hambre / la pobreza / la deforestación / la diferencia entre ricos y pobres / la drogadicción / la salud / la obesidad /la crisis económica / los problemas del medio ambiente / los</p> | General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8. | General vocabulary revision related to the AQA GCSE specification. | General vocabulary revision related to the AQA GCSE specification. | |



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| | | <p>con las tareas domésticas. Cocino. Lavo los platos. Paso la aspiradora. Plancho la ropa. Pongo y quito la mesa. Paseo al perro. Corto el césped. Lo hago... los sábados antes / después del insti cuando necesito dinero / cuando mi madre está trabajando /cuando me necesitan / cada mañana /una vez / dos veces a la semana Gano ... euros / libras a la hora / al día / a la semana. Me llevo bien con mis compañeros Mi jefe/a es amable. El horario es flexible. Mis prácticas laborales. Hice mis prácticas laborales en... Pasé quince días trabajando en... un polideportivo a sports centre una agencia de viajes / una granja una escuela / una oficina a school / una fábrica de juguetes / una tienda benéfica / solidaria / la empresa de mi El primer / último día conocí a / ... llegué... Cada día / Todos los días... archivaba documentos ayudaba... cogía el autobús / el metro / empezaba / terminaba a las ... hacía una variedad de tareas / iba en transporte público / llevaba ropa elegante /ponía folletos en los estantes/ sacaba fotocopias / Mi jefe/a era... Mis compañeros eran... Los clientes eran... alegre(s) cheerful (des)agradable(s) (un)pleasant (mal) educado/a(s) polite (rude) El trabajo era duro. Aprendí... I learned muchas nuevas habilidades lots of new skills a trabajar en equipo to work in a team a usar... to use... No aprendí nada nuevo. Por qué aprender idiomas? Aumenta tu confianza. Estimula el cerebro. Mejora tus</p> | <p>sin hogar / techo / los animales en peligro de extinción / Es necesario / esencial que... cuidemos el planeta /hagamos proyectos de conservación / compremos / usemos / verdes / de comercio justo / apoyemos proyectos de ayuda /creemos oportunidades de trabajo / ayudemos a evitar el consumo / sustancias perjudiciales / ahorremos agua / construyamos más casas /cambemos la ley / consumamos menos / hagamos campañas publicitarias / recaudemos dinero / para organizaciones de caridad / en el tercer mundo No es justo / Es terrible que haya... tanta desigualdad social / pollution contaminación tanta gente sin trabajo y sin techo / tanta gente obesa y tantos drogadictos basura en las calles gente sin espacio para vivir/destrucción de los bosques / forest polución de los mares y ríos El aire está contaminado. Los combustibles fósiles se acaban. No corte tantos árboles. No vaya en coche si es posible ir a pie. No tire basura al suelo. No malgaste energía. No construya tantas casas grandes. No eche tantos desechos químicos. Plante más bosques y selvas. Reduzca las emisiones de los vehículos. Recicle el papel, el vidrio y el plástico. Use energías renovables. Diseñe casas más pequeñas. Introduzca leyes más estrictas. Llevar una vida más verde (to) salvar el planeta (to) reducir la huella de carbono (to) ecológico/a el techo el agua</p> | | | | |
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| | | <p>perspectivas laborales. Te abre la mente. Te hace parecer más atractivo. Te ayuda a... Te permite... apreciar la vida cultural de otros países conocer a mucha gente distinta /conocer nuevos sitios / encontrar un trabajo / descubrir nuevas culturas / establecer buenas relaciones / hacer nuevos amigos / mejorar tu lengua materna / solucionar problemas /trabajar o estudiar en el extranjero Me hace falta saber hablar idiomas extranjeros (No) Domino el inglés. Hablo un poco de ruso. Se busca / Se requiere... .. (No) Hace falta experiencia. Muy señor mío. Le escribo para solicitar el puesto de...Le adjunto mi currículum vitae. Le agradezco su amable atención. Atentamente. Me apetece trabajar en... (No) Tengo experiencia previa. He estudiado / trabajado... He hecho un curso de... Tengo... buen sentido del humor...buenas capacidades de comunicación / resolución de problemas /buenas habilidades lingüísticas Si pudiera tomarme un año sabático... Si tuviera bastante dinero... apoyaría un proyecto medioambiental/aprendería a esquiar /ayudaría a construir un colegio / buscaría un trabajo. enseñaría inglés .ganaría mucho dinero /haría un viaje en Interrail / iría a España, donde... mejoraría mi nivel de español I would improve my level of Spanish nunca olvidaría la experiencia pasaría un año en... trabajaría en un orfanato / viajaría con mochila por el</p> | <p>de lluvia el domicilio los recursos naturales los paneles solares la arena los (eco-)ladrillos (eco-) una fábrica mudarse (de casa) Una dieta sana los alimentos foods lácteos carne, pescados y frutas y verduras, cereales fideos grasas dulces legumbres frutos secos los nutrientes proteínas minerales grasa sal vitaminas azúcar gluten el sabor vegetariano / vegano saludable / sano / malsano (No) Tengo hambre / sed / sueño. tiempo para cocinar contiene / contienen...La fibra...protege contra el cancer/combate la obesidad / reduce el riesgo de enfermedades reduces the risk of diseases evitar comer / beber... avoid eating / drinking... cambiar mi dieta llevar una dieta equilibrada preparar con ingredientes frescos engordar to saltarse el desayuno practicar más deporte ¡Vivir a tope! Beber alcohol... Fumar cigarrillos / porros... Tomar drogas blandas / duras... Es / No es ... ilegal / peligroso un malgasto de dinero una tontería / un problema serio un vicio muy caro /muy perjudicial para la salud /tan malo /provoca mal aliento / daña los pulmones / mancha los dientes de amarillo / causa el fracaso escolar / depresión / produce una fuerte dependencia física /tiene muchos riesgos / afecta a tu capacidad para tomar decisiones / te relaja / te quita el estrés /te quita el sueño / te hace sentir bien / más adulto . Es fácil engancharse. ¡Qué asco! Cedí ante la presión de</p> | | | | |
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| | | <p>mundo ¿Cómo viajarías? Cogería el / Viajaría en autobús / autocar / avión / tren. Es más barato / cómodo / rápido. Puedes... ver vídeos mientras viajas...dejar tu maleta en la consigna Hay muchos / pocos atascos / retrasos... en las autopistas / las carreteras Los billetes son carísimos. Los conductores están en huelga. Odio esperar en la parada de autobús. Tengo miedo a volar. Viajando en tren. El tren con destino a... efectuará su salida... de la vía / del andén/la taquilla Quisiera un billete de ida a Quisiera un billete de ida y vuelta a...¿De qué andén sale? ¿A qué hora sale / llega? ¿Es directo o hay que cambiar? El futuro Me interesa(n)... Me importa(n)... Me preocupa(n)... el desempleo / el paro /el dinero / el éxito money / el fracaso / el matrimonio / la responsabilidad /la independecia / la pobreza /los niños / las notas Espero... Me gustaría ... Pienso... Quiero... Tengo la intención de... Voy a... aprender a conducir / aprobar mis exámenes / casarme / conseguir un buen empleo/trabajo / estudiar una carrera / montar mi propio negocio / sacar buenas notas / ser feliz / tener hijos / trabajar como voluntario/a Cuando... gane bastante dinero... me enamore... sea mayor... tenga ... años... vaya a la universidad... termine este curso / el bachillerato / la formación / profesional / la licenciatura... buscaré un trabajo /compartiré piso con... compraré un coche / una / iré a otro insti / a la universidad /me casaré / me iré de casa / seguiré</p> | <p>grupo. Caí en el hábito de... Empecé a... Perdí peso. No puedo parar. Ya he empezado a... Todavía no he dejado de... A partir de ahora intentaré...¡El deporte nos une! ¿Para qué sirven...? los eventos deportivos internacionales los grandes acontecimientos deportivos los Juegos Paralímpicos / Olímpicos la Copa Mundial del Fútbol Sirven para... promover... la participación en el deporte el espíritu de solidaridad / regenerar los centros urbanos / elevar el orgullo nacional / transmitir los valores de respeto y disciplina / unir a la gente / dar un impulso económico / inspirar a la gente inspire people Una / Otra desventaja es... el riesgo de ataques terroristas /el tráfico / el dopaje /la deuda / el coste de organización de la seguridad la ciudad anfitriona / el voluntariado Solicité un trabajo voluntario porque... (Nunca) Había sido... Antes ya había trabajado como... ¡Apúntate! ¿Qué estabas haciendo? ensayando / nevando /entrando en casa / durmiendo / conduciendo por la ciudad / leyendo /volando por el aire Se estaba convirtiendo en un río. Se estaba moviendo a mi alrededor. Se estaba cayendo. ¿Cómo te enteraste del/de la/ temblor / incendio forestal / huracán /tornado/terremoto / tormenta de nieve / acción humanitaria / inundaciones floods Estaba... I / He/She was... mirando/viendo las noticias / la tele /buscando informaciones en línea /charlando con un amigo /</p> | | | | |
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| | | estudiando en... me tomaré un año sabático trabajaré como... | una amiga / leyendo un post en / cuando... / encontré un reportaje / un artículo / recibí un SMS / vi en las noticias / mi novio me llamó / me contó /me la historia / una organización de servicio voluntario/ una campaña para las víctimas /una caja de supervivencia Decidí apuntarme. recaudar fondos / solicitar donativos / organizamos algunos eventos / un concierto / un espectáculo de baile / una carrera de bici/ una venta de pasteles /ser solidario / Te hace sentir más conectado con los demás. | | | | |
| | Development of cultural capital | Students will compare how young people live in Spain and research how youth lifestyle differs to that of young people in the UK. | Students will read about important Spanish sporting events such as “La Copa del Mundo” and “La Vuelta”. | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. Wider use of authentic texts / audios will allow students to experience French in different ways. | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. | Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. | |
| | Development of reading | Students will look at an extract from the book “La familia de Pascual Duarte” By Camilo José Cela. This explores personal descriptions and describing people in detail. https://freeditorial.com/en/books/la-familia-de-pascual-duarte/readonline | Students will look at an interview of a young Spanish person living in Madrid and their take on what are the main problems in their own region. https://www.teachitlanguages.co.uk/resources/ks4/environment/spanish/cu-lesson-los-problemas-de-tu-regi-n/35448 | Students will look at a variety of literary texts to develop their reading and analysis skills to prepare them for these questions on the exam. | Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam. | Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam. | |
| | Concepts –what will students be able to do at the end of the topic | By the end of this module, students will <ul style="list-style-type: none"> be able to write a detailed account about what job they would like to do in the future and any future plans they may have, including if they want to take a gap year or not. | By the end of the module, students will: <ul style="list-style-type: none"> be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. | Students will <ul style="list-style-type: none"> have a thorough understanding about the criteria for each of their exams. Be confident on the topics contained in each theme for the exams. Begin to develop their own | Students will <ul style="list-style-type: none"> have a thorough understanding about the criteria for each of their exams. They will be fully prepared for their speaking assessment including detailed responses to the General | Students will <ul style="list-style-type: none"> have a thorough understanding about the criteria for each of their exams. They will be fully prepared for their speaking assessment including detailed responses to the | |



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| | | <ul style="list-style-type: none">• be able to talk about part time jobs and write about how they earn money.• be able to give a presentation about the importance of learning languages and understand and write their own application forms. | <ul style="list-style-type: none">• be able to write in detail about the environment and discuss global problems.• be able to hold a conversation about international sporting events and compare more than one event.• be able to give a mature and thorough approach to discussing environmental issues and natural disasters. | understanding of their confidence and skill level in each topic / theme and use this to help them formulate and learn key phrases for themselves. | conversation section and role-plays. | General conversation section and role-plays. | |
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