



MFL Curriculum Overview Plan 2024-2025



Whole school curriculum intent
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.
Key stage 3/4 subject curriculum intent
To culturally enrich the students of TQEA to allow them to have a cultural and educational understanding of the wider world.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 SPANISH	Topic	Mi Vida – my life	Mi tiempo libre – My free time	Mi insti – My school life	Mi familia y mis amigos – My family and friends	Mi ciudad – My town	Mi ciudad – My town cont.
	Core knowledge from this topic	Students will learn the basic instructions for greeting people and introducing themselves. They will also be able to describe family members, where you live and pets.	Students will be able to speak, listen and write about what they like to do. They will be about to give detailed opinions about what they like to do in their spare time. They will be able to talk about the weather and link this to the activities they like to do as well as reading about other people’s preferences.	Students will be able to speak, listen and write about what subjects they study at school and be able to give detailed opinions about them. They will be able to talk about activities that they do at break time and write and read longer texts.	Students will be able to speak, read and write about their family and friends. They will be able to give a written presentation about their family and friends and also talk about where they live.	Students will be able to describe the area they live and give direct comparisons to other places, paying particular attention to towns or cities in Spain.	Students will be able to develop their descriptions of their town and also be able to tell the time accurately in Spanish using both the 12 and 24 hour clock. They will be able to order food in a restaurant and understand Spanish menus.
	Links to the national curriculum	Use accurate grammar, spelling and punctuation. Listen to a variety of forms of spoken language to obtain information and respond appropriately.	Use accurate grammar, spelling and punctuation Listen to a variety of forms of spoken language to obtain information and respond appropriately. Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address 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. 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. Speak coherently and confidently, with increasingly accurate pronunciation and intonation	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. 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.	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. 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 Speak coherently and confidently, with increasingly accurate	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. 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 Speak coherently and confidently, with increasingly accurate



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						pronunciation and intonation	pronunciation and intonation
	Previous content that this topic builds upon	N/A new content	Conjugating verbs to at least the 3 rd person singular. Using the correct form of nouns e.g. masculine, feminine, singular, and plural.	Conjugating verbs to at least the 3 rd person singular. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.	Conjugating verbs to at least the 3 rd person singular. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.	Conjugating verbs to at least the 3 rd person singular. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.	Conjugating verbs to at least the 3 rd person singular. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Numbers (for telling the time)
	Key vocabulary	Key vocabulary related to the following topics: Greetings Age Dates Family Pets Colours Key verbs in the present tense (tener: to have, vivir: to live, ser: to be, estar: to be)	Key vocabulary related to the following topics: Sports Free time activities Opinion phrases Adverbs of frequency Weather phrases Use of cuando+weather phrases Key verbs in the present tense (jugar: to play, hacer: to do, ir: to go)	Key vocabulary related to the following topics: School subjects Giving opinions and reasons Describing what your school is like. Break time activities including what you might eat at break time Key verbs in the present tense (gustar: to like, tener: to have, ser: to be) Like (gustar) in the conditional tense e.g. me gustaría (I would like)	Key vocabulary related to the following topics: Description of family members Description of physical attributes including hair and eye colour. Description of where you live.	Key vocabulary related to the following topics: Description of town Description of local area Description of activities you may do in town Key verbs (vivir: to live, gustar: to like, tener: to have)	Key vocabulary related to the following topics: Description of town Description of local area Description of activities you may do in town Numbers Times of day (morning, afternoon etc) Food items Quantities when ordering food Key verbs (vivir: to live, gustar: to like, tener: to have)
	Development of cultural capital	Introduction of Spain and Spanish culture as well as talking about Spanish speaking countries around the world and looking at key cultural events e.g. Día de los muertos.	Links to different sporting activities in Spain/Spanish-speaking countries e.g. La Pelota or La Vuelta.	Students look at comparisons between schools in England and schools in Spain. We also look at schools in Peru and how they differ.	Students will read and study about the “carnival” in Cádiz.	Students will read about and research different towns and cities in Spain and Spanish-speaking countries.	Students will look at “real-life” menus from Spanish restaurants and discuss what mannerisms and language you might use in a Spanish restaurant.
	Development of reading	As well as Pearson planned and lesson-integrated reading texts, students will look at articles relating to Spanish-speaking countries and their traditions compared to Atherstone.	As well as Pearson planned and lesson-integrated reading texts, students will look at articles relating to Christmas https://holaquepasa.com/feliz-navidad/	As well as Pearson planned and lesson-integrated reading texts, Viva textbook reading texts will also be read by students. The focus of the reading content will be the Spanish sport “Pelota” and its influence in the Basque region.	As well as Pearson 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 Pearson planned and lesson-integrated reading texts, Viva textbook reading texts will also be read by students. The focus of the reading content will be on the capital city Madrid and the 2 nd city Barcelona.	As well as NCELP planned and lesson-integrated reading texts, students will investigate a news article on travel and routine. https://holaquepasa.com/empiezan-las-clases-en-estados-unidos/
	Concepts –what will students be able to do at the end of the topic	Students will be able to greet someone in Spanish and they should be able to give personal details about themselves including name, age, date of birth, description of personality, family members and pets. They will be able to conjugate the key verbs to at least the 3 rd person singular	Students will be able to accurately describe what they like/don’t like to do in their free time. They will be able to recognise and understand other people’s preferences. They will be able to write longer prose giving their opinions. They will be able to conjugate the key verbs to	Students will be able to describe their school and also note the comparisons of schools in Spain and South America. They will be able to use all of the key vocabulary from this topic to formulate a detailed and longer piece of prose. This will include a 2 nd	Students will be able to accurately describe their family members and this includes what they look like. They will be able to describe their friends including their personality traits. They will be able to talk and write briefly about where they live and also understand	Students will be able to accurately read about and describe the area in which they live. They will be able to describe things that exist in the town and give comparisons of other towns, paying particular attention to towns or cities	Students will be able to identify items of food and drink on a menu and be able to accurately order their own food. They will be able to hold a detailed conversation with a waiter and be able to accurately describe activities they do in town at what time and when.



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		and recognise and use masculine and feminine, singular and plural nouns.	at least the 3 rd person singular and continue to work on improving their accuracy with adjectival agreement.	tense (conditional tense e.g. me gustaría). They will also work on development of the spoken work and pronunciation and give a presentation about their own school, giving their opinions on this.	descriptions of the “Carnival” in Cádiz.	in Spanish-speaking countries. They will be able to form the near future tense as well as the conditional tense in order to describe what is in your town, what you are going to do next weekend and what your ideal town would have.	
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 FRENCH	Topic	T’es branché?	Paris, je t’adore	Mon identité	Chez moi, chez toi	Quel talent?	Quel talent? continued
	Core knowledge from this topic	Students will be able to speak, listen and write about their televisions and film preferences. Be able to talk about what they like/don’t like to read and talk about their internet use.	Students will be able to speak, listen and write about what you did during a visit to Paris by saying what things you did and saying where you went and how you got there.	Students will be able to speak, listen and write about personality and relationships between friends and family members. They will talk about their music preferences and clothes and shopping. They will link this to their passions in their free time.	Students will be able to speak, listen and write about where they live, be able to describe their homes as well as talking about mealtimes and food shopping.	Students will be able to speak, listen and write about talent and ambition for the future. They will be able to write using a variety of tenses and different French structures, showing how much they can do with the French language.	Students will be able to speak, listen and write about talent and ambition for the future. They will be able to write using a variety of tenses and different French structures, showing how much they can do with the French language.
	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 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.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing. 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. Developing use of opinions and reasons. Demonstrate developing skills in listening and reading of more complex texts.	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.
	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.• Ir and Re verbs• The perfect tense	<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.• The perfect tense with <i>être</i>• Asking questions in the perfect tense	<ul style="list-style-type: none">• Negatives• Present tense• Some formations of verbs in the past tense• Intonation in pronunciation of new language and question words• Adjectival agreement• Reflexive verbs	<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.• using <i>il faut</i> Using three tenses	<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.• Using three tenses• Using the imperative	<ul style="list-style-type: none">• Adverbs.• Adjectival agreement rules.• Vocabulary around what people do.• Use and formation of adjectives – plural as well as singular.• Use of the definite article.• Uses and conjugations in present tense.• Using three tenses• Using the imperative
	Key vocabulary *number represent frequency of use	Key vocabulary including the following topics : <ul style="list-style-type: none">• Tv programmes• Film vocabulary	Key vocabulary related to the following topics :	Key vocabulary related to the following topics : <ul style="list-style-type: none">• Personality• Family members	Key vocabulary related to the following topics : <ul style="list-style-type: none">• Describing town• Describing homes	Key vocabulary related to the following topics : <ul style="list-style-type: none">• Talking about talent and ambition	Key vocabulary related to the following topics : <ul style="list-style-type: none">• Talking about talent and ambition



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		<ul style="list-style-type: none">• Reading vocabulary• Internet vocabulary• Likes and dislikes• Opinions and justifications	<ul style="list-style-type: none">• Describing what activities you can do in town• Tourist information vocabulary• Travel• Accommodation• Asking questions	<ul style="list-style-type: none">• Relationships• Music vocabulary• Clothing• Shopping• Free time activities	<ul style="list-style-type: none">• Mealtimes and food• Shopping for food including quantity• 	<ul style="list-style-type: none">• Superlatives and comparatives• Using phrases of want/vouloir• Using imperative phrases	<ul style="list-style-type: none">• Superlatives and comparatives• Using phrases of want/vouloir Using imperative phrases
	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.	Learning about French-Speaking countries with an emphasis on Switzerland	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.
	Development of reading	French news article about the Carnival of Nice https://www.1jour1actu.com/culture/le-carnaval-permet-de-sinventer-une-autre-vie	Reading content centered around the topic of Paris including the Eiffel Tower and the Olympics 2024	Reading centered around famous French popular culture figures.	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/	Reading content centered around French-speaking countries in Africa and their cultural differences.
	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">• 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.	Students will be able to: <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 and what you can do in town activities with some confidence.	Students will be able to: <ul style="list-style-type: none">• Use inversion to form questions.• Negate verbs in present and past tense.• Use <i>ils/elles</i> pronouns with some confidence.• Agreeing, disagreeing and giving reasons• Using three tenses together	Students will be able to: <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</i>, and <i>sortir</i> with some confidence.• Understand and use <i>sans</i> effectively.	Students will be able to: <ul style="list-style-type: none">• Use vocabulary relating to talent and ambition• Use vocab for description confidently – beginning to use adjectival agreement confidently.• Understand and use modal verbs <i>pouvoir, devoir</i> and <i>vouloir</i>.• Encourage persuasive language using <i>pouvoir</i> and <i>devoir</i>• Using superlative adjectives	Students will be able to: <ul style="list-style-type: none">• Use vocabulary relating to talent and ambition• Use vocab for description confidently – beginning to use adjectival agreement confidently.• Understand and use modal verbs <i>pouvoir, devoir</i> and <i>vouloir</i>.• Encourage persuasive language using <i>pouvoir</i> and <i>devoir</i>• Using superlative adjectives
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9 SPANISH	Topic	Somos así – That's how we are	Orientate	En forma – Keeping in shape	Jóvenes en acción	Una Aventura en Madrid	Una Aventura en Madrid - continued
	Core knowledge from this topic	Students will talk about what things they like and link this to how they organise their week. They will be able to talk about different films and give their film preference. They will be able to use three tenses together.	Students will talk about what you have to do at work and what job you would like to do. They will be able to talk about their future plans and describe a typical day at work. They will be able to use three tenses together,	Students will talk about diet and having an active lifestyle. They will talk about their daily routine and about getting fit. Discuss what ailments people have and use Spanish idioms.	Students Will be able to talk about children's rights and fair trade. They Will also be able to talk about the environment and recycling and about how their towns have changed over time. They Will also read about World issues.	Students Will be able to meet and greet different people and talk about a treasure Hunt. They Will be able to use the language for buying souvenirs and say what they Will do in the future.	Students Will be able to meet and greet different people and talk about a treasure Hunt. They Will be able to use the language for buying souvenirs and say what they Will do in the future.



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	Links to the national curriculum	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 and expand understanding of the language and culture	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 and expand understanding of the language and culture	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 and expand understanding of the language and culture	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 and expand understanding of the language and culture	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 and expand understanding of the language and culture	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 and expand understanding of the language and culture
	Previous content that this topic builds upon	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 Personal and physical descriptions of others.	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 Personal and physical descriptions of others. Check for accuracy using a dictionary Cope with authentic texts	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 Personal and physical descriptions of others Food and drink Daily routine. Check for accuracy using a dictionary Cope with authentic texts	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 Personal and physical descriptions of others Food and drink Daily routine. Check for accuracy using a dictionary Cope with authentic texts Use debe/se debe and se debería	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 Personal and physical descriptions of others Food and drink Daily routine. Check for accuracy using a dictionary Cope with authentic texts Use expressions with tener Using the superlative and comparative Use the simple future tense	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 Personal and physical descriptions of others Food and drink Daily routine. Check for accuracy using a dictionary Cope with authentic texts Use expressions with tener Using the superlative and comparative Use the simple future tense
	Key vocabulary	Key vocabulary related to the following topics: Things you like e.g. music/film/sport Films Daily routine/how you organise your week Birthday celebrations	Key vocabulary related to the following topics: Work and Jobs Future plans Detailed descriptions of Jobs Near future tense phrases	Key vocabulary related to the following topics: Food and drink Diet Daily routine Fitness Ailments Idioms	Key vocabulary related to the following topics: Children's rights Fair trade Environment Recycling Town and changes in town World issues	Key vocabulary related to the following topics: Expressions with tener Buysing souvenirs/shop language Using the comparative Differentquestion forms	Key vocabulary related to the following topics: Expressions with tener Buysing souvenirs/shop language Using the comparative Differentquestion forms



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	Development of cultural capital	Research into Spanish/Latin-American TV and film. Paying particular attention to the Spanish actor, Javier Bardem and looking at the Spanish film of “El sueño de Iván”.	Research into the Spanish day e.g. the idea of a “siesta” and looking at qualification’s students might take to move onto different jobs.	Looking at Mediterranean diet compared to UK diet. Typical Spanish foods. Typical South American dishes.	Looking at key environmental/geographical features of Spain e.g mountain ranges and beach resorts and the impact tourists have on the regions.	Research into the capital city of Madrid and looking at other main cities of Spain as a comparison. Researching also, outside influences e.g. The Aztecs on Spanish culture today.	Research into the capital city of Madrid and looking at other main cities of Spain as a comparison. Researching also, outside influences e.g. The Aztecs on Spanish culture today.
	Development of reading	Integrated, detailed Reading text and tasks on the subject of Día de los Muertos.	Integrated, detailed Reading text and tasks on the subject of Spanish popular culture figures.	Integrated, adapted interviews and articles on social and climate issues.	Integrated, detailed Reading text and tasks on the subject of Peru and other Spanish speaking countries.	Integrated, detailed Reading text and tasks on the subject of Madrid and Barcelona.	Integrated, detailed Reading text and tasks on the subject of Galicia and Andalucía.
	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">• write a detailed account of what they like to do in their free time.• They will be able to speak confidently about films and their preferences of films• be able to listen and understand descriptions of birthday activities.• Students will be able to listen, read, speak and write using 3 tenses together.	Students will be able to <ul style="list-style-type: none">• Say what you can do at work• Say what job you would like to do• Talk about your future• Describe your ideal jobs• Use the near future tense with confidence	Students will be able to <ul style="list-style-type: none">• write a detailed account about their diet and exercise regime.• They will be able to give advice on what you should and shouldn’t do to stay in shape and compare this to their own daily routine. They will be able to hold a conversation about their ailments and offer advice to others to help. They will be able to listen, read, speak and write using three tenses.	Students will be able to <ul style="list-style-type: none">• Talk about children’s rights• Talk about fair trade• Talk about recycling• Talk about how a town has changed• Write about fundraising• Read about world issues	Students will be able to <ul style="list-style-type: none">• Meet and greet people in different ways• Talking about a treasure hunt• Discussing buying souvenirs• Saying what you will do• Using the simple future tense• Making yourself understood	Students will be able to <ul style="list-style-type: none">• Meet and greet people in different ways• Talking about a treasure hunt• Discussing buying souvenirs• Saying what you will do• Using the simple future tense• Making yourself understood
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2 and	Summer Term 1	Summer Term 2
Year 10 FRENCH	Topic	Module 1 Tu as du temps à perdre ?	Module 2 Mon clan, ma tribu	Module 3 Ma vie scolaire	Module 4 En pleine forme	Module 5 Numéro vacances	Module 5 Numéro vacances
	Core knowledge from this topic	Students will be able to speak, listen and write about events in the francophone world, talking about what you do online, saying what you do to stay active, talk about what you watch and saying what you did last weekend.	Students will be able to speak, listen and write about your identity and talking about your weekend routine. Be able to discuss friends and friendships as well as celebrity culture.	Students will be able to speak, listen and write about what school life is like in francophone countries including discussing school rules and talking about making progress at school and what it used to be like when you were younger.	Students will be able to speak, listen and write about different dishes in francophone countries and talk about different meal times and maintaining a healthy lifestyle.	Students will be able to speak, listen and write about holidays and accommodation options. Talk about ideal holiday options and discuss what things you can do on holiday in different locations.	Students will be able to speak, listen and write about holidays and accommodation options. Talk about ideal holiday options and discuss what things you can do on holiday in different locations.
	Links to the national curriculum (if applicable)	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	Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex	Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex	Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex	Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex	Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex



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		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	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	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	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	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	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
	Previous content that this topic builds upon	Conjugating verbs in the present and imperfect tenses. Use of opinion phrases and adverbs of frequency. Use of <i>depuis</i> + present tense. Using direct object pronouns. Developing use of the comparative and superlative.	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 Likes and dislikes Foods drinks Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement	Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions Directions Places in towns Weather Conjugating verbs fully. School subjects Complex opinions Facilities in the school	Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. 'Si' phrases Present, future and past tenses. Conditional tense	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 Personal and physical descriptions of others. Countries and accommodation Activities for holidays transport	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 Personal and physical descriptions of others. Countries and accommodation Activities for holidays transport
	Key vocabulary	Key vocabulary related to the following topics and including the following verbs: Online activity Sports Active/healthy lifestyle TV/film preferences Detailed and complex opinions	Key vocabulary related to the following topics and including the following verbs: Weekend activities Daily routine Family members Celebrity culture Traditions	Key vocabulary related to the following topics and including the following verbs: School subjects Schools rules Detailed and complex opinions and justifications Irregular verbs in the perfect tense	Key vocabulary related to the following topics and including the following verbs: Food Meal times Meals Healthy living Devoir Vouloir	Key vocabulary related to the following topics and including the following verbs: Countries Accommodation options Festivals Il faut Using « je voudrais » and « j'aimerais »	Key vocabulary related to the following topics and including the following verbs: Countries Accommodation options Festivals Il faut Using « je voudrais » and « j'aimerais »



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		Future/weekend plans Past/weekend plans Aimer Present tense regular -er verbs Role-play vocabulary	Complex sequencers and opinions Photo description vocabulary	Using verbs in the imperfect tense	Pouvoir Reflexive verbs	Modal verbs Si + the present tense	Modal verbs Si + the present tense
	Development of cultural capital	Exploring events in the francophone world and how these compare to events in our own towns.	Research into French/francophone TV and film. Paying particular attention to the French actor Gérard Depardieu and looking at the French film of “Amelie”.	Research and learning about school life in francophone countries and comparing to UK school life.	Looking at Mediterranean diet compared to UK diet. Typical French foods. Typical francophone country dishes.	Researching the francophone world and how these might be different holiday destinations. Paying particular attention to Canada as a French-speaking country.	Researching the francophone world and how these might be different holiday destinations. Paying particular attention to African French-speaking countries.
	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 Djinn” 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.	Students will look at a section of the novel “Notre Dame ed Paris” by Victor Hugo 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 be able to <ul style="list-style-type: none">Explore events in the francophone worldTalk about what you do onlineDiscuss pros and cons of an argumentSay what you do to stay activeTalk about what you watchMake plans to go outSay what you did last weekendTake part in an interview	Students will be able to <ul style="list-style-type: none">Talk about your identityTalk about your weekend routineDiscuss friends and friendshipDescribe your favourite celebrityTalk about positive role modelsTalk about celebrations and traditions	Students will be able to <ul style="list-style-type: none">Learn about school life in francophone countriesTalk about school subjects and school lifeDiscuss school rulesTalk about making progress at schoolTalk about what school used to be likeTalk about learning languages	Students will be able to <ul style="list-style-type: none">Describe and give opinions about dishesTalk about meals and mealtimesTalk about good mental healthDescribe healthy and unhealthy food choicesSay what you would do to improve your lifeTalk about lifestyle changes	Students will be able to <ul style="list-style-type: none">Talk about holidays and accommodation typesTalk about ideal holidaysDiscuss what you can see and do on holidayTalk about festivalsUse the perfect and imperfect tenses togetherCreate more complex sentences using relative pronounsReview and book holiday accommodationTalk about staycation activities	Students will be able to <ul style="list-style-type: none">Talk about holidays and accommodation typesTalk about ideal holidaysDiscuss what you can see and do on holidayTalk about festivalsUse the perfect and imperfect tenses togetherCreate more complex sentences using relative pronounsReview and book holiday accommodationTalk about staycation activities
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11 SPANISH	Topic	De costumbre – customs, festivals and culture	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.	



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	Core knowledge from this topic	Students will study listening, reading, writing and speaking activities based about the following topics: mealtimes, daily routine, illness and injury, comparing different festivals, ordering in a restaurant, describing a special day	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.	
	Links to the national curriculum (if applicable)	<ul style="list-style-type: none">listen to and understand clearly articulated, standard speech at near normal speedbe 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 knowledgeidentify 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 eventstake part in a short conversation, asking and answering questions, and exchanging opinionsdeduce 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 speedbe 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 knowledgeidentify 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 eventstake part in a short conversation, asking and answering questions, and exchanging opinionsdeduce 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 speedbe 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 knowledgeidentify 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 eventstake part in a short conversation, asking and answering questions, and exchanging opinionsdeduce 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 speedbe 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 knowledgededuce 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 themesproduce 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 usestudents 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 levelstudents will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this levelrecognise 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• 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• 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>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• 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	
	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 Food and drink Daily routine</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</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 Spanish course, so this will be based on all previous content from years 10-11.</p>	<p>This is a complete consolidation of the whole GCSE Spanish course so this will be based on all previous content from years 10-11.</p>	



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		Foods and drinks Illness and injuries					
	Key vocabulary	Las comidas... el desayuno/ la comida / el almuerzo/ la merienda / la cena / desayunar / comer / almorzar / merendar / cenar /tomar/ beber/entre semana... los fines de semana... Desayuno a las ocho. Desayuno / Como / Meriendo / Ceno... un huevo/un yogur / un pastel /un bocadillo / una hamburguesa /(el) café / (el) té / (el) Cola Cao (el) marisco (el) pescado (el) pollo (el) zumo de naranja (la) carne (la) ensalada (la) fruta (la) leche (la) sopa (la) tortilla (los) cereales (los) churros sticks (las) galletas (las) patatas fritas (las) tostadas (las) verduras /algo dulce / ligero / rápido/ser goloso/a tener hambre / tener prisa / tomar un desayuno fuerte cien / quinientos gramos de... un bote de... un kilo de... un litro de... un paquete de... una barra de... una botella de... una caja de... una docena de... una lata de... el aceite de oliva/el agua /el ajo /el arroz / el atún /el azúcar /el chorizo / el maíz / el pan / el queso / la cerveza /la carne de cerdo / cordero / ternera/la coliflor / la harina / la mantequilla / la mermelada / los albaricoques / los guisantes / los lácteos / los melocotones / los melones /los pepinos / los pimientos /los plátanos / los pomelos / los refrescos /drinks las cebollas / las fresas /las judías (verdes) / las legumbres / las lentejas /las manzanas / las naranjas / las peras /las piñas / las uvas / las zanahorias / ¿Has probado...? el gazpacho / la ensaladilla rusa / la fabada . Es un tipo de bebida / postre. Es un plato caliente / frío.	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 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 ¿Qué haces para ganar dinero? ¿Tienes un trabajo a tiempo parcial? Reparto periódicos. Hago de canguro. Trabajo de cajero/a. Ayudo con las	¿Cómo es tu casa? Vivo en... un bloque de pisos / una casa individual / una casa adosada a / una residencia de ancianos /una finca / granja 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 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 Mi casa ideal sería... Tendría... una piscina climatizada /mi propio cine en casa /una sala de fiestas / Cambiaría los muebles. Pintaría ... de otro color. ¿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 ¿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 sin hogar / techo / los animales en peligro de extinción / Es necesario / esencial que...	General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.	General vocabulary revision related to the AQA GCSE specification.	



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		<p>Contiene(n)... Fue inventado/a / introducido/a me despierto/me levanto /me ducho / me peino I brush /me afeitado / me visto / me lavo los dientes / me acuesto / salgo de casa / vuelvo a casa / temprano / tarde /enseguida / odio levantarme</p> <p>¿Qué le pasa? No me encuentro bien. Me siento fatal. Estoy enfermo/a / cansado/a. Tengo calor / frío. Tengo catarro. Tengo diarrea. Tengo dolor de cabeza. Tengo fiebre. Tengo gripe. Tengo mucho sueño. Tengo náuseas. Tengo quemaduras de sol. Tengo tos. Tengo una insolación. Tengo una picadura. Me duele(n)... Me he cortado el/la... Me he hecho daño en ... Me he quemado... Me he roto... Me he torcido... el brazo / el estómago/el pie / el tobillo / la boca / la cabeza / la espalda / la garganta /la mano / la nariz / la pierna / la rodilla / los dientes / las muelas / los oídos / las orejas / los ojos / ¿Desde hace cuánto tiempo? desde hace... un día / un mes /una hora / una semana ¿Desde cuándo? desde ayer /desde anteayer ¡Qué mala suerte! Tiene(s) que / Hay que... beber mucha agua / descansar /ir al hospital / médico / dentista /tomar aspirinas / tomar este jarabe / estas pastillas /usar esta crema esta tradición antigua... se caracteriza por... se celebra en... se repite... se queman figuras de madera se construyen hogueras/ se disparan fuegos / se lanzan huevos /las calles se llenan de... los niños / los jóvenes... los familiares / las familias... comen manzanas de caramelo / decoran las casas / las tumbas / graves con flores / velas /preparan</p>	<p>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</p> <p>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</p> <p>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?</p>	<p>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</p> <p>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 de lluvia el domicilio los recursos naturales los paneles solares la arena los (eco-)ladrillos (eco-) una fábrica</p>			
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		<p>linternas / altares /se disfrazan de brujas / Abrimos los regalos. Buscamos huevos de chocolate. Cantamos villancicos. Cenamos bacalao. Comemos dulces navideños / doce uvas / pavo. Nos acostamos muy tarde. Nos levantamos muy temprano. Rezamos. Vamos a la mezquita / iglesia. Ayer fue... el baile de fin de curso / el Día de Navidad / (el) Domingo de / (la) Nochebuena / (la) Nochevieja</p> <p>Me bañé y luego me maquillé. ¿Qué va a tomar? de primer / segundo plato... de postre</p> <p>Voy a tomar... (el) bistec steak (el) filete de cerdo pork fillet (el) flan crème caramel (el) jamón serrano (la) merluza en salsa verde (la) sopa de fideos (la) tortilla de espinacas (la) trucha a la plancha (los) calamares (las) albóndigas (las) chuletas de cordero asadas (las) croquetas caseras (las) gambas (las) natillas ¿Qué me recomienda? el menú del día /la especialidad de la casa / está buenísimo/a / riquísimo/a ¡Que aproveche!¿Algo más? Nada más, gracias. ¿Me trae la cuenta, por favor? No tengo cuchillo / tenedor / cuchara. No hay aceite / sal / vinagre. El plato / vaso / mantel está sucio. El vino está malo. La carne está fría. dejar una propina equivocarse /pedir/ ser alérgico/a... ser vegetariano/a Me fascina(n)... Admiro. No aguanto / soporto... su actitud / talento /su comportamiento /su determinación / estilo / su forma de vestir / su música / voz / sus canciones / coreografías / sus ideas / letras / atrevido/a(s) /</p>	<p>Aumenta tu confianza. Estimula el cerebro. Mejora tus 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</p> <p>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/aprenderí a 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</p>	<p>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</p> <p>¡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 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</p>			
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		imaginativo/a(s) / precioso/a(s) /repetitivo/a(s) / triste(s) Me/Te hace(n) falta... crema solar / el pasaporte / DNI / un sombrero / una gorra	en... trabajaría en un orfanato / viajaría con mochila por el 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 independencia / 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	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 / una amiga / leyendo un post en / cuando... / encontré un reportaje / un artículo / recibí un SMS / vi en las noticias / mi novio			
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			trabajo /compartiré piso con... compraré un coche / una / iré a otro insti / a la universidad /me casaré / me iré de casa / seguiré estudiando en... me tomaré un año sabático trabajaré como...	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 learn about typical dishes from Spain Spanish-speaking countries. They will also look into the most popular festivals in Spain including La tomatina, La corrida at Pamplona and Los Hogueras de San Juan.	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.	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 and study the song lyrics to a Spanish pop song “malamente” by Rosalía https://neiljones.org/category/spanish-ks4/	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.teachitlanguage.co.uk/resources/ks4/environment/spanish/cu-les-son-los-problemas-de-tu-regi-n/35448	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 describing mealtimes and what they do as part of their daily routine.be able to talk about illnesses and injuries and be able to hold a detailed conversation in a pharmacy as well as ordering in a restaurant.be able to write an extended prose about a music festival or another	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.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	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.be able to write in detail about the environment and discuss global problems.be able to hold a conversation about international sporting events and	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.	



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		<div>festival they have visited in the past.</div> <ul style="list-style-type: none">• be able to listen, read, speak and write using three tenses.	<div>learning languages and understand and write their own application forms.</div>	<div>compare more than one event.</div> <ul style="list-style-type: none">• be able to give a mature and thorough approach to discussing environmental issues and natural disasters.			
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