



MFL department curriculum intent

Link governor: Raymond Jones

MFL purpose of study

At Settle College, the purpose of studying foreign languages is to provide students an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English, alongside learning how language can be manipulated and applied in different ways.

The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages, and supports the development of literacy skills in a pupil's own language.

The MFL department believe that a high-quality languages education will foster a pupil's curiosity and deepen their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers, both in speech and in writing. It also aims to provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Department curriculum intent:

The MFL curriculum at Settle College aims to ensure that all pupils:

- Become successful learners who enjoy learning, make progress and achieve
- Become confident individuals who are able to live safe, healthy and fulfilling lives
- Become responsible citizens who make a positive contribution to society
- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc. by allowing students to transfer skills from one classroom to another.

As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.



Year 7

Overall curriculum intent for year 7: By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of French/Spanish culture.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Topic covered: Introductions, personality, family members, likes and dislikes and pets</p> <p>Grammar covered: Using masculine and feminine nouns, using 1st and 3rd person. Adjective agreement.</p>	<p>Topics covered: FR: Education, school system SP: Free time activities, likes and dislikes</p> <p>Grammar covered: Forming questions, 12hr clock, partitive articles, using 'we' conjugations. Giving opinions using 'me gusta + infinitive', using -ar verbs in the present tense, identifying irregular, using question words.</p>	<p>Topics covered: FR: Leisure/Free time activities SP: Education, school system</p> <p>Grammar covered: Regular -er verbs, using 'jouer à', using the verb 'faire', using 'aimer+infinitive'. Using ar, er and ir verbs, using the correct denominations for 'some' and 'the', building on adjectival agreement.</p>	<p>Topics covered: FR: Where I live SP: Where I live/Family and friends</p> <p>Grammar covered: Using 'il y a/ il n'y a pas de', learning the difference between tu and vous, definite articles, using 'je veux and on peut + infinitive'. Using possessive adjectives, using the verbs 'ser' and 'tener', using third person verbs and using a dictionary confidently.</p>	<p>Topics covered: FR: Holidays SP: Where I live</p> <p>Grammar covered: Using nous, using reflexive verbs, near future and conditional tenses (using je voudrais). Giving a description using there is and there are, using the verbs 'ir and querer', using the near future tense and using at least two tenses together.</p>	<p>Topics covered: Food and eating out</p> <p>Grammar covered: Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.</p>
Content mapping	<p>Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.</p>	<p>FR: Describe what subjects you like/dislike. Discuss differences between school life in France and UK. Give opinions on teachers and subjects and give reasons. SP: Say what you like and dislike doing giving reasons and</p>	<p>FR: Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases. SP: Describe what subjects you like/dislike. Discuss differences between school life in Spain and UK. Give opinions</p>	<p>FR: Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area. SP: Describing your family and their appearance and your house</p>	<p>FR: Using the past tense, students will be able to recall a past holiday. SP: Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.</p>	<p>Discover typical French/Spanish foods, practise ordering in a café using 'I would like'</p>



		justifying opinions. Use weather and time phrases.	on teachers and subjects and give reasons.			
Assessment mapping	Weekly vocab tests, assessment at the end of each module.					
Personal development mapping	Developing pupils' character, cultural development, sense of enjoyment in learning about themselves.	Social and cultural development, understanding and appreciation of differences.		SMSC Use of imagination and creativity in written work		SMSC, wider cultural awareness
Literacy focus for the half term	Using the new vocabulary in reading activities, practising comprehension tasks and translating from target language into English.	Grammar and vocabulary	Writing extended texts and translating from English into target language.	Speaking focus. Practising roleplay tasks.	Reading comprehension and translation from Target Language (TL) into English	Grammar and vocabulary
Numeracy links	Learning numbers in French and Spanish	FR: Telling the time	SP: Telling the time		Using ordinal numbers	Using prices to purchase 'items'.
Cross-curricular links to other subjects		PSHCE: Education PE: Sport	PSHCE: Education PE: Sport	Geography: Local area	Geography: Local area	Food and catering: Gastronomy
Careers		Education in France	Education in Spain			
Support for all	Students given access to ActiveLearn textbooks to support study at home. Differentiated outcomes and support in lesson in line with pupil passport. Help with literacy and written work. Worksheets in lieu of copying. All students' needs	Students taught the time in English before learning it in the TL. Students given access to ActiveLearn textbooks to support study at home. Differentiated outcomes and support in lesson in line with pupil passport. Help with literacy and written	Students taught the time in English before learning it in the TL. Students given access to ActiveLearn textbooks to support study at home. Differentiated outcomes and support in lesson in line with pupil passport. Help with literacy and written	Differentiation by outcome. SEND/low ability students targeted scaffolding in terms of speaking. Can use notes and only expected to use one tense. Students given access to ActiveLearn textbooks to support study at home. Differentiated	Lower ability classes just use je voudrais as a set learnt phrase. Other classes would go into the linguistic study and try to apply that in other scenarios. Students given access to ActiveLearn textbooks to support study at home. Differentiated	Lower ability classes would complete this as a project, with a lot of information on the study of culture, and would be given more support in English rather than TL. Students given access to ActiveLearn textbooks to support study at home.



	considered in the planning of lesson.	work. Worksheets in lieu of copying. All students' needs considered in the planning of lesson.	work. Worksheets in lieu of copying. All students' needs considered in the planning of lesson.	outcomes and support in lesson in line with pupil passport. Help with literacy and written work. Worksheets in lieu of copying. All students' needs considered in the planning of lesson.	outcomes and support in lesson in line with pupil passport. Help with literacy and written work. Worksheets in lieu of copying. All students' needs considered in the planning of lesson.	Differentiated outcomes and support in lesson in line with pupil passport. Help with literacy and written work. Worksheets in lieu of copying. All students' needs considered in the planning of lesson.
Challenge ideas	High ability students given tasks which are an extension of learning. Application of knowledge in longer responses.	Higher ability students using more connectives and 'high-level structures' to use in written work as well as reading comprehension tasks with more challenging vocabulary.	Higher ability students given more advanced methods of expressing opinion, using higher level structures and grammar points.	Higher level students use at least two tenses at the same time in written and speaking work and can identify these in reading and listening tasks.	Higher level students use at least two tenses at the same time in written and speaking work and can identify these in reading and listening tasks.	Higher level students use at least two tenses at the same time in written and speaking work and can identify these in reading and listening tasks.



Year 8

Overall curriculum intent for year 8: By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of French and Spanish culture.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Unit covered: FR: TV/Film/ Books/Activities SP: Holidays</p> <p>Grammar covered: FR: Using the verbs avoir/être/aller and faire.. Looking at er,ir and re verbs, using the perfect tense. SP: Using the preterite tense (ir/ser/regular -ar,-er,-ir verbs), expanding sentences with reasons and justifications.</p>	<p>Unit covered: FR: Paris SP: Everything about my life</p> <p>Grammar covered: FR: Perfect tense (with être) and using regular/irregular verbs. Forming questions. SP: Revising the present tense, giving a range of opinions, using comparatives and superlatives, using the present and preterite tenses together, using the 3rd person.</p>	<p>Unit covered: FR: My identity SP: Food</p> <p>Grammar covered FR: Adjective agreement, reflexive verbs, agreeing/disagreeing and giving reasons. Using the past, present and near future tenses. SP: Using negatives, using the near future tense, using tú/usted you forms, using 3 tenses together.</p>	<p>Unit covered: FR: Local Area SP: Free time and daily routine</p> <p>Grammar covered: FR: Comparative adjectives, prepositions, boire/prendre/il faut. Using 3 tenses together. SP: Using the conditional tense, using querer and poder, using reflexive verbs, saying 'this/these'.</p>	<p>Unit covered: FR: Talent SP: Summer (Camps/holiday activities/trips)</p> <p>Grammar covered: FR: Using vouloir, pouvoir and devoir. Using the imperative and superlatives. SP: Using comparatives, using superlatives, using the imperative, using major and peor.</p>	<p>Unit covered: FR: Project (World Geography and French speaking countries/ French revolution). SP: Project (World Geography and Spanish speaking countries/Civil war)</p> <p>Grammar covered: Past, present, future tenses. Adjective agreement.</p>
Content mapping	<p>FR: Talk about TV/Film interests and describing plots. Discussing reading habits and interests as well as other free time activities. SP: Talk about a past holiday: say what you did, what it was like, who you went with</p>	<p>FR: Learn about tourism in Paris. Discuss what you did on a trip there, where you visited, who you went with. Interviewing a suspect in the "Who stole the Mona Lisa?" mystery. SP: Saying what you use your mobile</p>	<p>FR: Talk about relationships and family. Discuss if you get on well or not. Talk about your personality, your music and fashion taste and introduce and discuss your passion. SP: Discuss what food you like and describe</p>	<p>FR: Describe the area where you live and what your home life is like. Talk about meals and what food to buy. Describe an important event in your local area. SP: Arrange to go out with friends, make excuses to refuse an invitation, discuss</p>	<p>FR: Discuss ambition and encourage and persuade others. Rehearse spoken French and show how much you can do with the language. Discuss talents and abilities. SP: Describe a holiday home and holiday activities, ask</p>	<p>FR: Learn about the wider French speaking world and the French Revolution. SP: Learn about the wider Spanish speaking world and the Spanish Civil War.</p>



	and describe an amazing holiday.	phone for, describe and explain what type of music you like, talking about TV, discuss what you did yesterday.	and compare meal times in Spain and UK, order a meal in a restaurant and complain/give praise to the staff, discuss what to buy at a party, describe a party.	getting ready to go out and your daily routine, talking about clothes and describe fancy dress outfits, talk about sporting events.	for and give directions, talk about summer camps in Spain, describe a world trip.	
Assessment mapping	Weekly vocab tests, assessment at the end of each module.					
Personal development mapping	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on experiences. Look at dangers of mobile technology.	Wider cultural awareness (understanding and appreciation of the range of different cultures). Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning;	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning;	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning;	Look at and appreciate the importance of democracy and basic rights. Talk about the rule of law and discuss and accept different arguments/viewpoints.
Literacy focus for the half term	Using the new vocabulary in reading activities, practising comprehension tasks and translating from target language into English.	Grammar and vocabulary	Writing extended texts and translating from English into target language.	Speaking focus. Practising roleplay tasks.	Reading comprehension and translation from TL into English	Grammar and vocabulary
Numeracy links	Using the 12-hour clock	Using the 12-hour clock	Prices on menu			Dates and numerals in FR/SP.



Cross-curricular links to other subjects		Geography: Case study on Paris	Catering PSHCE: Discussing healthy relationships	Geography: local area	Music/Art: discussing talent	History: looking at important events in Fr/Sp History.
Support for all	More cognates in reading work. More in-depth analysis of vocabulary and grammar before completing listening and reading tasks. With Spanish past tense, more focus on the grammar.	More cognates in reading work. More in-depth analysis of vocabulary and grammar before completing listening and reading tasks. With Spanish past tense, more focus on the grammar. Looking at visual resources on the topic of Paris to help understanding.	Fr lessons would link back to previously studied topic of my identity, recap first to support learning. Differentiation by outcome and support. Target is to use 3 tenses together and more support would be given to those students to achieve this by issuing word/phrase banks.	Differentiation by outcome and support. Target is to use 3 tenses together and more support would be given to those students to achieve this by issuing word/phrase banks.	Differentiation by outcome and support. Target is to use 3 tenses together and more support would be given to those students to achieve this by issuing word/phrase banks.	More of the resources would be in 1 st language for low ability students/SEND.
Challenge ideas	Using at least two tenses together. (Past and present). Some may also be able to say what they are going to do.	More focus on creating texts using the third person, rather than just looking at reading/listening tasks.	Using 3 tenses together.	Using 3 tenses together	Using 3 tenses together. Looking at a GCSE style approach to answering an extended written question.	Most of the resources would be in TL.



Year 9

Overall curriculum intent for year 9: Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Unit covered: FR: TV/Cinema/Sport SP: Tourism</p> <p>Grammar covered: FR: Revising key present tense verb forms, saying what you like/ don't like doing aimer +infinitive, using reflexive verbs, using masculine and feminine nouns, adjective agreements, using perfect tense, the near future, perfect and imperfect tenses. SP: Using the present tense, using adverbs, expanding sentences with cuando, using the near future tense, using sequencers, using me gusta, using the preterite and imperfect tenses.</p>	<p>Unit covered: FR: Where I live SP: Work and Education (School and part time jobs)</p> <p>Grammar covered: FR: using the imperfect tense and present tense to express where you used to live and where you live now, using comparatives and superlatives "plus/moins", using "on peut/ on pourrait" to include conditional tense and future tense. Using adjective agreements, possessive adjectives and three different tenses SP: Using time expressions, using the imperfect and present tenses, using comparatives and superlatives, using tener que + infinitive,</p>	<p>Unit covered: FR: Home and Environment SP: Lifestyle</p> <p>Grammar covered: FR: using the conditional of modal verbs, using more negatives, using the present and the future tenses, using direct object pronouns in the perfect tense, using the passive. SP: Using possessive adjectives, look at numbers and dates, using ser and estar, use reflexive verbs, using 3 tenses together.</p>	<p>Unit covered: FR: Work and Education (School and part time jobs) SP: Home and environment</p> <p>Grammar covered: FR: Using expression of time, referring to present, past, future and conditional, adjectives of colour, reflexive verbs in present and perfect. SP: Using prepositions, using relative clauses, using the imperfect and present tenses, understanding tan/tanto, using the conditional tense, using direct and indirect object pronouns.</p>	<p>Unit covered: FR: Tourism SP: TV/Cinema/Sport</p> <p>Grammar covered: FR: using the verb "aller", talking about the weather in the past, present and future. Making holiday plans using future and conditional SP: Using definite/ indefinite articles, using conjugated verbs and infinitives, using 3 time frames, using a range of adjectives and opinion phrases, using the present continuous, using the personal a and revising comparatives and superlatives.</p>	<p>Unit covered: FR: Food and Drink SP: Our planet</p> <p>Grammar covered: FR: Using il faut/ il ne faut pas. Using conditional tense. When talking about food and drink using en (of it/ of them) SP: Using the conditional tense, using the present subjunctive, negative commands, imperfect and present tense and introducing the pluperfect tense.</p>



		using the future and conditional tenses.				
Content mapping	<p>FR: Talking about yourself and other people, talking about hobbies, describing sports, giving opinions about TV programmes or films and talking about new technology</p> <p>SP: Giving personal information, talking about means of transport, planning a day out in Seville, buying souvenirs, asking for and giving directions, ordering in a restaurant, describing a day out in Seville.</p>	<p>FR: Describing your house, talking about your own room, talking about the advantages and disadvantages of where you live, comparing where you used to live and where you live now</p> <p>SP: Describe your school life, give opinions on subjects, say what your school used to be like and what it is like now, describe jobs and places of work, describe future plans and understand CVs and job adverts.</p>	<p>FR: Discussing world issues, talking about problems in your area, discussing the environment, talking about environment projects, understanding new stories.</p> <p>SP: Talking about your family, your daily routine, talking about relationships, talking about chores and describing people's personalities. Talking about relationships in the past and present. Talking about experiences and hopes.</p>	<p>FR: Talking about what you wear for school, talking about school, your school day, comparing schools in France and in England, talking about school rules and pressures.</p> <p>SP: Talking about your home, describing different types of houses, talking about your neighbourhood, talking about how you would change your town, shopping for clothing, giving presents and making complaints.</p>	<p>FR: Talking about holiday venues, talking about the weather, making holiday plans, talking about a specific holiday, describing a destination and eating out. Talking about past holidays</p> <p>SP: Revising TV programmes and films, talking about hobbies and pocket money, describing sports and sporting events, talking about extreme sports, making arrangements to go out, writing reviews, talking about new technology.</p>	<p>FR: Talking about food and drink, talking about a healthy lifestyle, discussing addiction and other problems</p> <p>SP: Talking about the environment, talking about global issues, considering problems for the planet, looking at local solutions to global problems. Talking about global citizenship, talking about homelessness and charities.</p>
Assessment mapping	Weekly vocab tests, assessment at the end of each module.					
Personal development mapping	Responsible and active citizens, cultural development.	Providing careers engagement in TL, appreciating other culture.	Talking about healthy relationships.	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Sense of enjoyment and fascination in learning about themselves, others and the world around them.
Literacy focus for the half term	Using the new vocabulary in reading activities, practising comprehension tasks	Grammar and vocabulary	Writing extended texts and translating from English into target language.	Speaking focus. Practising roleplay tasks.	Reading comprehension and translation from TL into English	Grammar and vocabulary



	and translating from target language into English.					
Numeracy links	Using 24-hour clock and prices for tickets/tourist attractions.	Using the 12-hour clock	Looking at salaries Using dates and higher numbers such as dates of birth.	Looking at salaries	Using 24hr clock and prices for tickets/tourist attractions.	Prices on menu
Cross-curricular links to other subjects	Media: TV/FILM PE: Sport Geography: Spanish tourism	Geography: Local area PSHCE: Work and education	Geography: Environment PSHCE: Discussing relationships	PSHCE: Work and education Geography: Environment	Geography: French tourism Media: Film/TV PE: Sport	Catering: Gastronomy Geography: looking at climate change and looking after the planet.
Careers	Looking at the importance of tourism on jobs in Spain.	Understanding job adverts and writing a CV in Spanish.		Discussing future plans and education	Looking at the importance of tourism on jobs in France.	
Support for all	Use of foundation textbook for less challenging tasks.					
Challenge ideas	Use of higher textbook for more challenging tasks.					



Year 10/11 French & Spanish

Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about Spanish/French culture as well as investigate current issues in the French and Spanish speaking world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Topics covered: Theme 1 – Identity and culture, unit 1 - Family and friends Unit 2 – Technology in everyday life.</p> <p>Grammar covered: Adjective agreement, using the verbs ser/estar/avoir/être, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.</p>	<p>Topics covered: Theme 1 – Identity and culture, unit 3 - Free time activities. Unit 4 – Customs and festivals.</p> <p>Grammar covered: Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (ir/aller) and using two past tenses together.</p>	<p>Topics covered: Theme 2 – Local, national and global areas of interest. Unit 1 – Where I live. Unit 2 – Charity and voluntary work/healthy living</p> <p>Grammar covered: Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.</p>	<p>Topics covered: Theme 2 – Local, national and global areas of interest. Unit 3 – Environment/poverty and homelessness. Unit 4 – Holidays and travel/regions of France/Spain.</p> <p>Grammar covered: Using ‘if’ clauses, using modal verbs, reflexive verbs, using emotive phrases such as ‘it worries me that...+subjunctive’. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.</p>	<p>Topics covered: Theme 3 – Current and future study and employment. Unit 1 – My studies Unit 2 – Life at school and college.</p> <p>Grammar covered: Using the imperative and perfect tense. Using the personal a, revising modal verbs and conditional tenses.</p>	<p>Topics covered: Theme 3 – Current and future study and employment. Unit 3 – Education post 16. Unit 4 – Jobs, career choices and ambitions.</p> <p>Grammar covered: Using expressions with tener/avoir. Using the present subjunctive after expressions of time. Using a variety of tenses together. Using the subjunctive in hypothetical situations.</p>
Content mapping	<p>Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays.</p> <p>Discussing opinions on online messaging, talking</p>	<p>Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world.</p>	<p>Describe what your house is like, describe the amenities in your local area. Discuss the advantages and disadvantages of living in the town and country.</p>	<p>Discuss and debate ways of protecting the environment. Understanding and discussing the main environmental problems. Talking about homelessness</p>	<p>Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school.</p>	<p>Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.</p>



	<p>about positive and negative influence of social media, talking about mobile technology and overuse.</p>	<p>Learn about Spanish/French local customs, learning about customs in the Hispanic/francophone world.</p>	<p>Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from Spanish/French speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.</p>	<p>Understanding how to help the homeless and those in need. Talking about holiday accommodation, what you did during your holidays. Understanding tourist leaflets and websites. Describing a French/Spanish region.</p>		
<p>Assessment mapping</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit.</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit. Mock exams in December (Writing, reading and listening).</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit. Mock speaking exam after Christmas and January exams are complete.</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit.</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit. Mock exam papers completed in class.</p>	<p>Recap assessment after every unit focussing on 4 key skills – Writing, reading, listening, speaking. Students compose 90/150-word responses to questions. Students complete speaking questions for each unit. Mock exam papers completed in class.</p>
<p>Personal development mapping</p>	<p>Developing pupils' age-appropriate understanding of healthy relationships. Talking about the dangers of technology.</p>	<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Willingness to reflect on the misfortune of others, cultural awareness and reflection on their life.</p>	<p>Willingness to reflect on the misfortune of others, cultural awareness and reflection on their life.</p>	<p>Supporting readiness for the next phase of education, training or employment so that pupils are equipped</p>	<p>Supporting readiness for the next phase of education, training or employment so that pupils are equipped</p>



					to make the transition successfully	to make the transition successfully
Literacy focus for the half term	Reading – dealing with authentic texts, translation skills.	Building grammar knowledge and learning vocabulary.	Looking at 90/150-word written responses and using the grammar knowledge applied against the mark scheme.	Speaking focus – roleplay, describing photos, general conversation all in target language.	Reading – dealing with authentic texts and translation skills	Focussing on grammar accuracy and vocabulary retention.
Numeracy links	Looking at statistics in texts.	Telling the time.	Looking at ordinal numbers.	Looking at percentages.		
Cross-curricular links to other subjects	PSHCE – Healthy relationships. Safe use of technology.	History – looking at the historical context of festivals. Geography – Different cultures in Hispanic/francophone world.	PE/Science – Healthy living PSHCE – Charity work and volunteering	Geography – looking at the impact of environmental issues	PSHCE – Future plans	PSHCE – Future plans
Careers			Charity and voluntary work	Charity and voluntary work	Education and current study	Future plans, careers and study.
Support for all	<p>Memrise groups set up at start of year to aid in vocabulary learning. Students also given vocabulary books to write down.</p> <p>PP Students given revision guides and others have the option to purchase.</p> <p>All students have access to Kerboodle online textbook to use at home or school.</p> <p>Lunchtime revision sessions several times a week.</p>	<p>Memrise groups revision guides</p> <p>All students have access to Kerboodle online textbook to use at home or school.</p> <p>Lunchtime revision sessions several times a week.</p> <p>Higher/foundation tiered subject depending on ability or confidence.</p> <p>Lessons planned to cater for students' needs.</p>				



	<p>Higher/foundation tiered subject depending on ability or confidence. Lessons planned to cater for students' needs.</p>	
Challenge ideas	<p>Challenge booklets for all 4 skills. To further knowledge of grammar, some students have use of A-Level ability grammar textbooks. Links to authentic materials from French/Spanish news outlets/you tube channels to further understanding.</p>	



Year 12 French

Overall curriculum intent for year 12: Students study current affairs and ongoing events in the French speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also begin to look at literary texts such as poems and novels. Students build on the grammar covered throughout KS3 and KS4 to develop fluency and confidence in written and speaking skills.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>La famille en voie de changement Consider relationships between the generations and discuss problems that can arise <u>Grammar covered</u> : Regular and common irregular verbs in present tense Using 2 verbs together including verb + à and de Perfect Tense: avoir/ être/ reflexives</p>	<p>La « cyber-société » <u>Grammar covered:</u> Negative forms of verbs in present tense Imperfect tense – how things used to be Pronouns: direct/ indirect object and disjunctive/ emphatic</p>	<p>Le rôle du bénévolat <u>Grammar covered:</u> Connectives – temporal, and causal Conditional and si sentences (Imp / Cond) Future Tense</p>	<p>Une culture fière de son patrimoine culturel <u>Grammar covered</u> : Adjective agreements, comparatives and superlatives Subjunctive: doubt, uncertainty, necessity Si sentences (Pres/ Future)</p>	<p>La musique francophone contemporaine <u>Grammar covered</u> : Question forms and commands Subjunctive: possibility, verbs of wishing, emotional reaction Conditionals of modal verbs Introduction of “un Sac de billes”</p>	<p>Cinéma – le septième art <u>Grammar covered</u> : Use of infinitive and infinitive structures Subjunctive: connectives followed by Si sentences (Pluperfect/ Past Conditional)</p>
Content mapping	<p>Consider relationships between the generations and discuss problems that can arise Describe and discuss trends in marriage and other forms of partnership Consider and discuss the merits and</p>	<p>Consider the different users of digital technology and discuss possible future developments Describe and discuss how technology has transformed everyday life Consider and discuss the dangers of digital technology</p>	<p>Consider the importance of volunteering work</p>	<p>Consider the ways in which some of the country’s most famous heritage sites market themselves Understand the notion of heritage and heritage preservation on a regional and national scale</p>	<p>Consider the popularity of contemporary francophone music and its diversity of genre and style Consider who listens to contemporary francophone music, how often and by what means</p>	<p>Consider a variety of aspects of French cinema Consider the major developments in the evolution of French cinema from its beginnings until the present day Consider the continuing popularity</p>



	problems of different family structures				Consider and discuss the threats to contemporary francophone music and how it might be safeguarded	of French cinema and film festivals
Assessment mapping	Module assessment after each unit is completed. Practise speaking cards for each topic.				Module assessment after each unit is completed. Practise speaking cards for each topic. Practise essay writing	Module assessment after each unit is completed. Practise speaking cards for each topic. Mock exam.
Personal development mapping	Responsible and active citizens, spiritual development, respecting reasoned views.	Recognising the dangers of mobile technology	Recognising the importance of social work		Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Understanding different beliefs and views, creative and imaginative writing.	
Literacy focus for the half term	A big emphasis on Grammar and Tenses	A big emphasis on Grammar and Tenses	Si sentence structures Writing summaries of texts and translation activities.	Subjunctive	Reading set text. Writing an extended response to an exam question.	Writing an extended response to an exam question
Numeracy links	Statistics and percentages linked with topics. Students often have to analyse data.					
Cross-curricular links to other subjects	PSHCE: LGBT Rights, role of women. History – looking at past family models	PSHCE: Advantages and disadvantages of technology	PSHCE: Looking at help others	History: looking at heritage	PSHCE: Influence of famous people, are they good role models? Music: Looking at influence on culture English: Analysing a set text	Art: looking at French artists and influence as well as genres.



					History: Second World War	
Careers			Volunteer work			
Support for all	<p>Start the term with an intense recap on grammar. Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle</p>	<p>Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle</p> <p>Revision sessions available. Lessons planned with students' strengths and needs in mind. Pupil passports used if needed.</p>				
Challenge ideas	<p>To further knowledge and understanding, students are given authentic resources from France/French Speaking countries news outlets looking at real life reports of the topics studied.</p>					



Year 12 Spanish

Overall curriculum intent for year 12: Students study current affairs and ongoing events in the Spanish speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also begin to look at literary texts such as poems and novels. Students build on the grammar covered throughout KS3 and KS4 to develop fluency and confidence in written and speaking skills.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Unit covered: Traditional and modern values.</p> <p>Grammar covered: Imperfect, imperfect continuous and preterite tenses, looking at cognates and accents and using nouns with corresponding verbs.</p>	<p>Unit covered: Cyberspace</p> <p>Grammar covered: Present, present continuous, future and conditional tenses. Using comparatives and superlatives. Looking at the difference between ser and estar.</p>	<p>Unit covered: Equality of the sexes.</p> <p>Grammar covered: Indefinite adjectives and pronouns, perfect and pluperfect tense, future perfect and conditional perfect tense.</p>	<p>Unit covered: Artistic culture in the Hispanic world. (1. The influence of idols)</p> <p>Grammar covered: Indirect object pronouns, using the passive voice, direct object pronouns.</p>	<p>Unit covered: Artistic culture in the Hispanic world (2. Regional identity in Spain)</p> <p>Grammar covered: Present subjunctive, perfect subjunctive, use numerals. Introduce La Casa de Bernarda Alba set text.</p>	<p>Unit covered: Cultural patrimony.</p> <p>Grammar covered: Using the subjunctive, demonstrative and possessive adjectives, imperatives. Complete study of La Casa de Bernarda Alba</p>
Content mapping	<p>Describe the various types of Spanish family throughout the 21st Century and how they differ from the past.</p> <p>Understand trends in marriage and how traditional values differ.</p> <p>Understand the religious history of Spain and changes in the influence of the church.</p>	<p>Discuss the positive and/or negative influence of the internet/smartphones and consider the type of influence social networks have on society.</p>	<p>Discuss women in the world of work. Study the role of women at home.</p> <p>Discuss male chauvinism and the role of feminism. Understand and talk about LGBT rights. Discuss gay marriage in Spain and the Hispanic world.</p>	<p>Discuss the positive and/or negative influence singers and musicians have on people.</p> <p>Discuss the positive and/or negative influence TV and cinema stars have on society.</p> <p>Consider the influence fashion models have on young people.</p>	<p>Describe and discuss Spanish customs and traditions.</p> <p>Discuss similarities and differences in the gastronomy in Spain. Consider the languages spoken in Spain and the issues surrounding them. Look at the customs/traditions/social context of the text. Look at the audience and beliefs at the time. Read through the text together looking at themes, characterization, authors intentions, symbolism.</p>	<p>Understand civilisations that contributed to the cultural heritage of Spain. Discuss pre-Columbian heritage of Latin America. Discuss Spanish and Latin American artists and the role of architecture in Spain. Understand the diversity of Hispanic music and dance. Recap main themes of LCDBA and work through practise questions set by exam board.</p>



Assessment mapping	Repaso module assessment after each unit is completed. Practise speaking cards for each topic.				Repaso module assessment after each unit is completed. Practise speaking cards for each topic. Practise literature essays (La Casa de Bernarda Alba)	Repaso module assessment after each unit is completed. Practise speaking cards for each topic. Mock exam
Personal development mapping	Responsible and active citizens, spiritual development, respecting reasoned views.	Recognising the dangers of mobile technology	Importance of democracy (Franco), moral development, offering reasoned views,	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Understanding different beliefs and views, creative and imaginative writing.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
Literacy focus for the half term	Tenses and nouns. Reading comprehension of texts at A-Level and picking specific data and responses.	Grammar: Comparatives and superlatives with tenses	Tenses, indefinite and definite adjectives and pronouns. Writing summaries of texts and translation activities.	Indirect and direct object pronouns, using the passive voice	Reading set text. Writing an extended response to an exam question.	Writing an extended response to an exam question
Numeracy links	Statistics and percentages linked with topics. Students often have to analyse data.				Statistics and percentages linked with topics. Students often have to analyse data. Using numerals	
Cross-curricular links to other subjects	RE: Looking at the influence of the catholic church – past and present. History – looking at past family models	PSHCE: Advantages and disadvantages of technology	PSHCE: LGBT Rights, role of women.	PSHCE: Influence of famous people, are they good role models?	English: Analysing a set text	Art: looking at Hispanic artists and influence as well as genres. Music: Looking at influence on culture
Careers			Role of women in the workplace. Gender pay gap			



<p>Support for all</p>	<p>Start the term with an intense recap on grammar. Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle online. A - Level literacy mats provided. Revision sessions available. Lessons planned with students' strengths and needs in mind. Pupil passports used if needed.</p>	<p>Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle online. Revision sessions available. Lessons planned with students' strengths and needs in mind. Pupil passports used if needed.</p>
<p>Challenge ideas</p>	<p>To further knowledge and understanding, students are given authentic resources from Spanish/Hispanic news outlets looking at real life reports of the topics studied.</p>	



Year 13 French

Overall curriculum intent for year 13: Students study current affairs and ongoing events in the French speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also analyse the thematic and visual impact of a film. Students begin to use emotive and reactive language to texts and video clips from the themes studied. Students can translate informative texts and summarise audio clips and written texts, focussing on the vital information given.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Topic covered: Multiculturalism in French speaking world – Racism</p> <p>Grammar covered: Nouns and adjectives, conditional and future tenses. Film study: La Haine</p>	<p>Topic covered: Multiculturalism in French speaking world: Integration and living together.</p> <p>Grammar covered: prepositions, pronouns and adverbs</p>	<p>Topic covered: How criminals are dealt with</p> <p>Grammar covered: Conditional tense</p>	<p>Topic covered: Aspects of political life: Young people of today, citizens of tomorrow.</p> <p>Grammar covered: present subjunctive, imperatives, perfect subjunctive.</p>	<p>Topic covered: Aspects of political life: Popular movements, strikes</p> <p>Grammar covered: using 'if' clauses, pluperfect subjunctive, using the passive voice.</p>	<p>Topic covered: Aspects of political life: Different political parties, immigration</p> <p>Grammar covered: past tense, imperfect subjunctive and using a sequence of tenses.</p>
Content mapping	<p>Describe and discuss racist and xenophobic attitudes in the French Speaking World. Look at measure to combat these and looking at different groups to support victims.</p> <p>Look at context, background and characterisation of film. Watch film scene by scene working through ZigZag book and booklet.</p>	<p>Understand and describe cultural integration of the French Speaking World. Describe issues surrounding the integration of cultures within the sphere of education. Difficulty for people to fit in (homelessness, groups to help the disadvantaged)</p> <p>Complete film study, working through exam board past questions and mark scheme.</p> <p>Students start their work on IRP.</p>	<p>Discuss the different ways to deal with criminals. Discuss alternatives to prison. Advantages and disadvantages of these alternatives and their impacts.</p>	<p>Discuss the importance of politics and understand why young people's attitudes are changing. Discuss how important politics is for young people and what they wish for. Discuss different levels of involvement from young people in politics.</p>	<p>Describe what unions are and their roles. Discuss the history around France and striking. Refer to "Mai 68" and more recently "Les Gilets Jaunes"</p>	<p>Discuss the positive and negative aspects of immigration. Learn more about immigration in the French speaking world. Look at illegal immigration. Look at different parties' views on immigration</p>



Assessment mapping	End of module assessment after each unit is completed. Practise speaking cards for each topic.	End of module assessment after each unit is completed. Practise speaking cards for each topic.	End of module assessment after each unit is completed. Practise speaking cards for each topic. Mock exam practice.	End of module assessment after each unit is completed. Practise speaking cards for each topic.	End of module assessment after each unit is completed. Practise speaking cards for each topic.	End of module assessment after each unit is completed. Practise speaking cards for each topic.
Personal development mapping	Mutual respect and tolerance, inclusive environment, spiritual development, social development, acceptance and recognise things in common, understand cultures.			British values, rule of law, democracy. Moral development. Active citizens and political engagement.		
Literacy focus for the half term	Reading – character analysis, contextual information and plot summaries to further understanding film.	Reading and grammar, focussing on text comprehension and reading for gist translation.	Writing: translation from French into English and English to French. Writing summaries IRP – Spoken presentation in French (mock as not allowed to give feedback on real IRP)	Reading and grammar, focussing on text comprehension and reading for gist translation.	Grammar and vocabulary. Focus on precision to ensure success in exam.	Grammar and vocabulary. Focus on precision to ensure success in exam.
Numeracy links	Statistics and percentages linked with topics. Students often have to analyse data					
Cross-curricular links to other subjects	PSHCE/RE – Differences in culture and religion PSHCE – Coexistence of different cultures PSHCE – Racism and Xenophobia	PSHCE/RE – Differences in culture and religion Charity/ support services PSHCE – Coexistence of different cultures PSHCE – Racism and Xenophobia	PSHCE/ RE- Crime and punishment Death penalty	PSHCE – Political engagement	PSHCE – Political engagement	PSHCE – Political engagement PSHCE – Coexistence of different cultures PSHCE – Racism and Xenophobia
Careers	Youth workers/ Social workers	Youth workers/ Social workers	Probation officers Resettlement workers Police Prison officers		Looking at the importance of unions in the work place	Politicians/ analysts/ journalists/ councillors



Support for all	Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle online. A -Level literacy mats provided.
Challenge ideas	To further knowledge and understanding, students are given authentic resources from France/French Speaking countries news outlets looking at real life reports of the topics studied.



Year 13 Spanish

Overall curriculum intent for year 13: Students study current affairs and ongoing events in the Spanish speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also analyse the thematic and visual impact of a film. Students begin to use emotive and reactive language to texts and video clips from the themes studied. Students can translate informative texts and summarise audio clips and written texts, focussing on the vital information given.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p><u>Topic covered:</u> Multiculturalism in Hispanic society – immigration</p> <p><u>Grammar covered:</u> present, imperfect and preterite tenses.</p>	<p><u>Topic covered:</u> Multiculturalism in Hispanic society – Racism</p> <p><u>Grammar covered:</u> Nouns and adjectives, conditional and future tenses.</p>	<p><u>Topic covered:</u> Multiculturalism in Hispanic society: integration and living together.</p> <p><u>Grammar covered:</u> prepositions, pronouns and adverbs</p>	<p><u>Topic covered:</u> Aspects of political life: Young people of today, citizens of tomorrow.</p> <p><u>Grammar covered:</u> present subjunctive, imperatives, perfect subjunctive.</p>	<p><u>Topic covered:</u> Aspects of political life: Monarchies and Dictatorships.</p> <p><u>Grammar covered:</u> preterite, imperfect subjunctive and using a sequence of tenses. Film study: Pan’s Labyrinth</p>	<p><u>Topic covered:</u> Aspects of political life: Popular movements</p> <p><u>Grammar covered:</u> using ‘if’ clauses, pluperfect subjunctive, using the passive voice. Film study: Pan’s labyrinth.</p>
Content mapping	<p>Discuss the positive and negative aspects of immigration. Learn more about immigration in the Spanish speaking world (SSW). Look at illegal immigration.</p>	<p>Describe and discuss racist and xenophobic attitudes in SSW. Look at measure to combat these and understand existing legislation, discussing possible new legislation.</p>	<p>Understand and describe cultural integration of the SSW. Describe issues surrounding the integration of cultures within the sphere of education. Describe the coexistence of various religions in the SSW.</p>	<p>Discuss the importance of politics and understand why young people’s attitudes are changing. Discuss unemployment nowadays and the effect. Describe and discuss the type of society Hispanics want to live in.</p>	<p>Understand the impact of the civil war and life under Franco’s dictatorship. Describe changes from monarchy and republic to dictatorship and describe the transition back. Look at dictatorships in Latin America (Panama, Chile and Argentina)</p> <p>Look at context, background and characterisation of film. Watch film</p>	<p>Consider and discuss how effective protests and strikes are. Discuss the power of trade unions. Consider the 15M movement in Spain and the Mother of the Plaza de Mayo in Argentina.</p> <p>Complete film study, working through exam board past questions and mark scheme. Re watching the film with the</p>



					scene by scene working through ZigZag book.	director's commentary.
Assessment mapping	Repaso module assessment after each unit is completed. Practise speaking cards for each topic.					
Personal development mapping	Mutual respect and tolerance, inclusive environment, spiritual development, social development, acceptance and recognise things in common, understand cultures.			British values, rule of law, democracy. Moral development. Active citizens and political engagement.		
Literacy focus for the half term	Reading and grammar, focussing on text comprehension and reading for gist translation.	Grammar and vocabulary	Writing: translation from Sp to Eng and Eng to Sp. Writing summaries.	IRP – Spoken presentation in Spanish (mock as not allowed to give feedback on real IRP)	Reading – character analysis, contextual information and plot summaries to further understanding film.	Grammar and vocabulary. Focus on precision to ensure success in exam.
Numeracy links	Statistics and percentages linked with topics. Students often have to analyse data					
Cross-curricular links to other subjects	PSHCE/RE – Differences in culture and religion	PSHCE – Racism and Xenophobia	PSHCE – Coexistence of different cultures	PSHCE – Political engagement	History – Spanish transition from republic to dictatorship and back again. PSHCE – importance of democracy Media- Study of a film and analysis of themes.	
Careers				Looking at the effects of unemployment on young people		Looking at the importance of unions.
Support for all	Memrise and Quizlet courses provided to support vocab learning. All students have their own textbook and access to Kerboodle online. A -Level literacy mats provided.					
Challenge ideas	To further knowledge and understanding, students are given authentic resources from Spanish/ Hispanic news outlets looking at real life reports of the topics studied.					