

| Year Group | Year Group | Term | Key Themes (Intent) | Link to SOW/resources (Implementation) | Assessments (Implementation) | Assessment of retention, mastery and previous key skills. | Specification Links | Fundamental Skills | Misconceptions | FUNDAMENTAL BRITISH VALUES | SMSC | Careers Context/Opportunities | Computing/Literacy /Numeracy Opportunities | Link to HT's report-impact | Changes required for next academic year? | Assessment Objectives |
|---------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|----------------------------|--|-----------------------|
| Y7 | Y7 | HT1A - My life | In the first two units of Y7, students will focus on talking about themselves, their appearance and their families. This module intends for students to be able to discuss their interests and free time activities, all whilst building an understanding of basic French grammar (present tense and pronouns) and phonics. | | Summative Assessment- Students to complete a reading exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. | | GV1 Tenses (present) GV2 Grammatical structures (definite articles) LC5 Accurate pronunciation and intonation | Getting used to French pronunciation introducing yourself definite articles verb endings | * Pronunciation. * Avoir vs être * Adjectival agreements To be addressed in the relevant lessons with error correcting connects woven throughout the half term to promote mastery. | Mutual respect: Self identity and acceptance of others and different family circumstances. | Links to personal and family identity, speaking elements of the course link to social skills. Relationships, family and friends (Personal details, Descriptions) Relationships, family and friends (Hobbies/free time activities) Leisure (Hobbies, Free time) | Skills from learning French/other languages are highlighted where relevant, and students are shown how useful these skills are in later life. | COMPUTING: Students will use SMHW, Seneca and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement French grammar. NUMERACY: Numbers 1-31, Dates. | | | |
| | | HT1B - More about me | | | Summative Assessment - Students to complete a listening, reading, writing and translation assessment. This will act as a baseline to assess students strengths and weaknesses for lessons moving into the new year. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. | | GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing) | Saying what you like to do Giving opinions using me gusta + infinitive the infinitive | * Present tense endings * Adjectival agreements * Plural opinions To be addressed in relevant lessons. | Mutual respect: Comparison of school life in Spain vs UK. Discussion around access to school life in Spain. | | | Links to future employment and studies, HT2B focusses on free time and family life. Speaking activities encourage social skills and heightened confidence. Relationships, family and friends (Family and step family, Personal details, Numbers, Family/friends) | | | |
| | | HT2A - My School | In this topic students explore vocabulary related to school. Learning how describe a day in their life at school. They look at the 12hr clock, revisiting their first encounter with numbers in HT1A. Students will also begin to develop their vocabulary by adding justifications to their opinions. | | Summative Assessment- Students to complete a listening exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. | | GV3 Developing vocabulary LC3 Conversation | Saying what subjects you study Using -ar verbs to say what 'we' do 'we' form of -ar verbs | * Plural opinions * Singular/plural Opinions for plural subjects to be taught explicitly and adjectival agreements to be refreshed in this module. | | Tolerance: Understanding others' interests and different family circumstances. | Links to future employment and studies, HT2B focusses on free time and family life. Speaking activities encourage social skills and heightened confidence. Relationships, family and friends (Family and step family, Personal details, Numbers, Family/friends) | | | | |
| HT2B - My free time | Students begin to expand their vocabulary and knowledge of French grammar through studying third person verbs. Students learn to discuss their free time, including sports and socialising. They also learn to describe the habits of their friends. | Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. | GV2 Grammatical structures (possessive adjectives) GV3 Developing vocabulary LC1 Listening and responding | Describing your family Using possessive adjectives Possessive adjectives mi/tu/su and mis/tus/sus | * Adjectival agreements. * Masculine vs Fem * Irregular present tense | | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at the present tense in Spanish and how it compares to the English language. NUMERACY: Numbers of family members. Speaking surveys. Ages and birthdays of family members. | | | | | | | | | |

e through the use of Seneca.
nceptions and common mistakes.

More listening activities to be included throughout to ensure a better understanding of listening activities in later assessments.

A01 Listening: Understand and respond to different types of spoken language.
A02 Speaking: Communicate and interact in speech.
A03 Reading: Understand and respond to different types of written language.
A04 Writing: Communicate in writing.

| | | | |
|----|--|--|---|
| Y8 | | <p>HT3A- My town</p> <p>This half term focusses on key vocabulary from Theme Two of the GCSE Specification. Students will learn how to describe where they live, including facilities and opinions. This term has a focus on speaking skills, especially when looking at asking for and giving directions. This module will continue to build on students' prior knowledge of French grammar.</p> | <p>Summative Assessment- Students to complete a written exam endorsed by Pearson. Students will be required to write a short extract about where they live. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.</p> |
| | | <p>HT3B- Holidays</p> <p>This term focusses on the key vocab required for Theme 2 of the French GCSE. Students will learn to discuss other countries and where they wish to travel to. They also learn the basics of reflexive verbs through the use of daily routine.</p> | <p>Summative Assessment- Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.</p> |
| | | <p>HT1B- Todo sobre mi vida</p> <p>This term works towards Theme One of the GCSE Specification for Spanish. Students are required to discuss their use of technology outside of school. Again, this topic aims to build on previous knowledge of grammar and vocabulary. Solidifying students' use of three different tenses and timephrases in all elements of work.</p> | |
| Y8 | | | |

T:\MFL\2019-20\Year 8\YEAR 8 SCHEME OF WORK 2019-20.docx

RETENTION: Vocabulary retention is reinforced through an online platform called Quizlet. The curriculum map and the content layout is designed to build on key skills week by week, therefore students have the opportunity to revise and display key skills throughout various stages of the terms. Grammar is consolidated at home

MASTERY: Before an end of topic assessment, students have a mastery lesson in order to revise and then demonstrate their knowledge of key skills from the half term. Our primary focus is on the written key skills as this then assists students with their spoken work. RAP lessons are conducted in line with the BHS marking policy to highlight misc

| | | | | | | | |
|--|--|--|--|---|--|--|---|
| | <p>GV2 Grammatical structures (un/una, unos/unas and muchos/muchas) LC1 Listening and responding LC4 Expressing ideas (writing)</p> | <p>Describing your town or village Using 'a', 'some' and 'many' in Spanish un/una, unos/unas and muchos/muchas</p> | <p>* Adjectival agreements. * Masculine vs Fem * Irregular present tense</p> | <p>Mutual respect: Different home environments and comparing life in UK to Spanish speaking countries.</p> | <p>Links to identity and knowledge of surroundings. Towards the end of the study, students will complete a study of a Spanish town as part to increase their multicultural awareness. Local area and environment (Facilities, Local area) Healthy lifestyle (Food/drink)</p> | <p>Students cover skills such as asking for directions and learning places in the town. They also gain an awareness of Spain and it's regions. Students who chose a career path with opportunities to work in Spain/Spanish speaking countries will be able to use this language later on.</p> | <p>COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at the present tense in Spanish and how it compares to the English language. We begin to look at irregular verbs in the present tense in Spanish and how they are comparable to the English language. NUMERACY: Number of facilities in town, population of town. Speaking survey.</p> |
| | All topics consolidated. | All fundamental skills are consolidated before the end of year exam. | * Masculine vs Fem | | Students will continue to work on their interpersonal skills with speaking activities throughout the half term. | | All topics consolidated. |
| | <p>GV1 Tenses (preterite) LC1 Listening and responding LC4 Expressing ideas (writing)</p> | <p>Talking about a past holiday Using the preterite of ir (full paradigm)</p> | <p>* Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense, irregular and regular.</p> | <p>Tolerance and mutual respect: Students learn how to converse with speakers of Spanish thus increasing their intercultural awareness and tolerance of others.</p> | <p>This topic encourages intercultural awareness as students are required to have an understanding of different countries. This topic also encourages students to discuss issues around travel and tourism.</p> | <p>This topic lends itself to students wishing to pursue a career in the travel and tourism industry.</p> | <p>COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the past tense and compare usage and formation to English. NUMERACY: Revisit dates and times. Speaking surveys. Tally charts with surveys. Using timephrases.</p> |
| | <p>GV1 Tenses (present) LC5 Accurate pronunciation and intonation LC3 Conversation (using modes of address)</p> | <p>Saying what you use your phone for Revising the present tense present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision)</p> | | <p>Mutual respect: Self identity and acceptance of others and different family circumstances.</p> | <p>Links to personal and family identity, speaking elements of the course link to social skills. Students will be encouraged to contemplate the advantages and disadvantages of social media and technology.</p> | <p>Students who wish to pursue a career in Media will learn about different genres of music, TV and cinema. Students will be exposed to authentic materials in this module.</p> | <p>COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the past tense and compare usage and formation to English. NUMERACY: Understanding a Spanish TV and film guide with numbers. Revision of dates and numbers with TV channels.</p> |
| | <p>GV3 Opinions and discussions LC2 Transcription LC8 Writing creatively</p> | <p>Saying what food you like Using a wider range of opinions el agua (feminine) Me gusta(n) + definite article</p> | <p>* Adjectival agreements. * Masculine vs Fem * Irregular present tense * Future tense- immediate future construction.</p> | <p>Tolerance: Tolerance of different cultures and challenging stereotypes of other cultures.</p> | <p>Links to personal and family identity, speaking elements of the course link to social skills. This module will be useful to students who travel to Spanish speaking countries as it links to vocabulary and grammar that may be required on holiday. FBV: Intercultural awareness. Students to compare food and lifestyles in England to Spain.</p> | <p>Students will cover vocabulary suitable for pursuing a career in hospitality, travel and tourism.</p> | <p>COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the different forms of the future tense and how they compare to the English language both with usage and formation. NUMERACY: Quantities of ingredients, telling and recognising the time. Daily routine with time.</p> |
| | | | | | | | |

ence for E.O.Y exams. Students also to have a greater focus on different tenses and timephrases to ensure they can access higher marks.

100 per week. Schemes of work to be adapted to accommodate for this change.

A01 Listening: Understand and respond to different types of spoken language.
A02 Speaking: Communicate and interact in speech.
A03 Reading: Understand and respond to different types of written language.
A04 Writing: Communicate in writing.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| |
|---|
| Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Summative assessment: Students to complete a listening exam designed and endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Summative Assessment- Students to complete a reading exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |

Build upon prior knowledge of vocabulary, key skills and grammar from Year 7 and 8. Use them.

| | | | | | | |
|--|--|--|---|---|--|--|
| GV2 Grammatical structures (me gustaría + infinitive) LC5 Accurate pronunciation and intonation LC6 Translation into English | Arranging to go out Using me gustaría + infinitive a + el = al de + el = del conditional: me/te gustaría + infinitive | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will' | | Links to personal and family identity, speaking elements of the course link to social skills. Module requires students to make future plans therefore encouraging interpersonal and organization skills. | | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students revise and revisit the usage of three tenses and compare to the English language. NUMERACY: Revision of time, understanding timetables for cinema. Making plans with time. |
| GV2 Grammatical structures (comparatives) LC2 Transcription LC3 Conversation | Describing a holiday home Discovering more about the comparative ser and estar (including stress accent: esta vs está) comparative: más/menos + adjective + que | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will' * Using 3 tenses together. | Tolerance: Tolerance of different cultures and challenging stereotypes of other cultures. | Module requires students to make future plans therefore encouraging interpersonal and organization skills. This module also encourages students to formulate and justify their own opinions, helping students to form their own identity. | Jobs in the travel and tourism industry will be highlighted. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the different forms of the future tense and how they compare to the English language both with usage and formation. NUMERACY: Speaking surveys. Using the time to infer to the future. |
| All topics consolidated. | All fundamental skills are consolidated before the end of year exam. | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will' * Using 3 tenses together. | | Students will continue to work on their interpersonal skills with speaking activities throughout the half term. | | All topics consolidated. |
| GV1 Tenses (present – irregular verbs) GV3 Developing vocabulary LCS Accurate pronunciation | Talking about things you like Using irregular verbs in the present tense definite article with opinions present tense of ir, hacer, ser (full paradigm) pronunciation of c | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will' * Using 3 tenses together. | Tolerance: Students are exposed to authentic audio and film resources, thus broadening a students' understanding of other cultures. | Links to personal and family identity, speaking elements of the course link to social skills. Students will be encouraged to contemplate the advantages and disadvantages of social media and technology all whilst formulating their own justified opinions. | Students who wish to pursue a career in Media will learn about different genres of music, TV and cinema. Students will be exposed to authentic materials in this module. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the preterite tense and will need to draw on their knowledge of this in English. |
| GV2 Grammatical structures (tener que + infinitive) GV3 Developing vocabulary LC3 Conversation | Saying what you have to do at work Using tener que + infinitive | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. | Tolerance: Students discuss different personality types and how others choose to work and different career paths they may take. | Students will begin to consider their future plans and what qualifications and requirements they will need in order to fulfill their desired role. Students will look at responsibility and accountability. | Students will cover a range of different jobs and career paths, students will consider their future plans and life after BHS. Transferable skills will also be highlighted during this unit. Students also complete a CV in Spanish. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. NUMERACY: Times revisited to describe your day at work. Dates and birthdays revisited with CVs. |

Students to experience further listening activities in lessons to increase their confidence to access resources from the higher version of the Pearson text book.

| | | | | |
|----|----|--|--|--|
| | | | | |
| Y9 | Y9 | | | |
| | | | | |
| | | | | |
| | | | | |

T:\MFL\2019-20\Year 9\FOUNDATION\YEAR 9 SCHEME OF WORK 2019-20 FOUNDATION TIER.docx

| |
|---|
| Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TORIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Students to complete a listening activity based on the topic. Assessments are saved in the TORIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TORIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |
| Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TORIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. |

RETENTION: Homelearning primarily focusses on student retention of vocab. We have set up Quizlet for students to master vocab delivered in the first lesson of the week. The schemes of work and content of the year, is designed to continue to t

MASTERY: Due to Y9 having 2 lessons a week, we focus on vocab delivery in the first lesson and then use the second lesson as an opportunity to master skills and consolid

| | | | | | | |
|--|---|---|--|---|--|---|
| GV2 Grammatical structures (direct object pronouns) GV3 Developing vocabulary LC4 Expressing ideas (speaking) | Talking about diet Using direct object pronouns | * Adjectival agreements. * Masculine vs Fem. * Irregular present tense * Future tense- 'I will vs I am going to vs I would like' * Using 2 tenses together. | | Students will be required to reflect on the elements of a healthy lifestyle during this module. | | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. Complex constructions such as 'You must/must not'. NUMERACY: Timephrases. Speaking surveys with tally graphs. |
| GV3 Opinions and discussions GV4 Accuracy (grammar) LC6 Translation into English | Talking about children's rights Using the verb poder | * Adjectival agreements. * Masculine vs Fem * Irregular present tense * Past tense * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Using 'se debe' with infinitives. | Tolerance and mutual respect: Students talk about their own effects on social issues and environmental issues. They discuss the impact young people have on their community. | Students to reflect on their social, economic and environmental impact both in their area and globally. Students will discuss their thoughts on local issues. | Students pursuing a career in environmental work. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. NUMERACY: Speaking surveys and understanding Spanish numerical data ie percentages and cohorts of people. |
| GV2 Grammatical structures (expressions with tener) GV4 Accuracy (grammar) LC3 Conversation (social conventions) | Meeting and greeting people Using expressions with tener the verb tener | * Adjectival agreements. * Masculine vs Fem. * Irregular present tense. * Future tense- 'I will vs I am going to vs I would like' * Using 2 tenses together. | Tolerance and mutual respect: Students learn how to converse with speakers of Spanish thus increasing their intercultural awareness and tolerance of others. | This topic focusses on communication skills and repair strategies when in a Spanish speaking country, this encourages interpersonal skills as well as intercultural awareness. | Jobs in the travel and tourism industry will be highlighted. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover two types of future tenses and must understand the differences in usage and formation in English. NUMERACY: Times and opening hours of tourist attractions and travel arrangements. Buying souvenirs. |
| All topics consolidated. | All fundamental skills are consolidated before the end of year exam. | * Adjectival agreements. * Masculine vs Fem. * Irregular present tense. * Past tense. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. | | Students will continue to work on their interpersonal skills with speaking activities throughout the half term. | | All topics consolidated. |
| Theme 2: International areas of interest. Theme 1: Free time and personal interests. | | * Adjectival agreements. * Masculine vs Fem. * Past tense * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. * Word order. | | Students will consider the emotional and social impact of using technology and engaging with certain activities in their freetime. Students will practice interpersonal skills with speaking activities throughout the half term. | Travel and tourism industry. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retention of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses covered. NUMERACY: Numbers in families. Understanding opening hours for holiday venues. Times of |

Students to experience further listening activities in lessons to increase their confidence for E.O.Y exams. Students also to have a greater focus on different tenses and timephrases to ensure they can access higher marks. G&A studen

AO1
Listening:
Understand and respond to different types of spoken language.
AO2
Speaking:
Communicate and interact in speech.
AO3
Reading:
Understand and respond to different types of written language.
AO4
Writing:
Communicate in writing.

Y10

Y10

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

T:\MFL\2019-20\YEAR 10 SCHEME OF WORK 2019-20.docx

Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.

Key information, picking out key themes and ideas in more spoken text. Identify the overall message, key points and details and opinions in a variety of short and longer spoken passages. Follow and understand clear, standard speech using familiar language. Answering questions and exchanging opinions. Convey information and narrate events coherently and confidently. Use and adapt language for new purposes. Initiate and develop conversations and discuss. Speak with spontaneity, responding to unexpected questions and situations. and general and specific details within texts, using high frequency familiar language. Identify the overall message, key points, details and opinions in a variety of short and longer passages. Deduce meaning from a variety of written texts. Write short texts using a variety of sentence types and a mix of familiar and unfamiliar vocab to convey meaning and exchange information. Manipulate vocabulary and adapt a variety of structures within increasing accuracy and fluency.

| | | | |
|----------------------|--|--|--|
| Theme 3: School life | Theme 1: Family and relationships, technology and social issues. | Theme 1: Family and relationships, technology and social issues. | Theme two: Local and national areas of interest. |
|----------------------|--|--|--|

Mutual respect: Comparison of school life in Spain vs UK. Discussion around access to school life in Spain.

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. * Compative language. * Word order. | <ul style="list-style-type: none"> * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. | <ul style="list-style-type: none"> * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. * Reflexive verbs | <ul style="list-style-type: none"> * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. |
| Mutual respect: Comparison of school life in Spain vs UK. Discussion around access to school life in Spain. | Mutual respect: Self identity and acceptance of others and different family circumstances. | Mutual respect and tolerance: Self identity and acceptance of others and different family circumstances. Students learn about a variety of festivals and customs which occur in different regions in Spain. | Mutual respect: Different home environments and comparing life in UK to Spanish speaking countries. |
| Students will consider their future plans and the qualifications and requirements they will need to meet in order to achieve their goals. Students will learn about the education system in Spain, increasing their intercultural awareness throughout the module. | Students will consider positive and negative relationships between family and friends in this module. Students will also be asked to discuss their personal qualities and strengths. | This module asks students to compare festivals and celebrations in Spain to England, increasing the student's intercultural awareness. Students will also consider what is positive role model. | Students will consider the social, economic and environmental issues within their area. Students will be asked how they can improve these issues. Students will also require a level of understanding of a Spanish town and city. |
| Students consider their future plans and what they would like to study in the future. (Post-16 education). | Travel and tourism industry. | Travel and tourism industry. | Travel and tourism industry. |
| COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, Imperfect preterite and conditional tenses covered. NUMERACY: Timetables of school. Daily routine used with time. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses revisited. NUMERACY: Students will cover 12hr/24hr clock. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses covered. NUMERACY: Numbers in families. Understanding opening hours for holiday venues. Times of planes/travel arrangements. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, Imperfect and conditional tenses covered. NUMERACY: Timetables for buses and shop opening hours. Percentages. Understanding Spanish numerical data. |

their speaking and listening exams. Students will be assessed in at least 3 of the 4 key skills for each data capture to ensure staff have an accurate view of how students are progressing. This will then inform future planning. G&A students will be challenged with higher tier questions where necessary.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

AO1 Listening: Understand and respond to different types of spoken language. AO2 Speaking: Communicate and interact in speech. AO3 Reading: Understand and respond to different types of written language. AO4 Writing: Communicate in writing.

| | | | | | |
|-----|-----|--|--|--|---|
| | | | | | |
| | | | | | Summative Assessment - Students to complete a listening, reading, writing, speaking and translation assessment. June 2019/2020 exam to be completed as a mock exam. Markbook reflects the grade boundaries of that academic year, as set by AQA. |
| Y11 | Y11 | | | | Summative Assessment - Students to complete a listening, reading, writing, translation and where possible a speaking assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. For the January mock exams, the markbook is set to reflect the grade boundaries of the papers/academic year as set by AQA. |
| | | | | T:\MFL\2019-20\YEAR 11 SCHEME OF WORK 2019-20.docx | |
| | | | | | |

RETENTION: Each lesson builds upon prior knowledge and the content and scheme
MASTERY: In the final lesson of the week, students consolidate their knowledge of grammar and vocabulary that has been covered in the first two weeks

| | |
|--|---|
| Theme 1: Family and relationships, technology and social issues. | Theme Three: School, studies and careers. |
| Theme two: Local and national areas of interest. | All topics consolidated. |

PAPER 1 (LISTENING): Deduce meaning from a variety of short and longer spoken texts. Recognise and respond to key messages and information.
PAPER 2 (SPEAKING): Communicate and interact effectively in speech for a variety of purposes. Take part in a short conversation, asking and answering questions.
PAPER 3 (READING): Understand and respond to different types of written language. Understand the purpose and main ideas.
PAPER 4 (WRITING): Communicate effectively for a variety of purposes across a range of specified contexts.

| | | | | |
|---|---|--|--|--|
| * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. | Tolerance: Students discuss different personality types and how others choose to work and different career paths they may take. | Students will work on their interpersonal and communication skills throughout this module. FBV: Understanding and accepting other cultures, families and different ways of life. | Travel and tourism industry | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, imperfect and conditional tenses covered. Reflexive verbs introduced. NUMERACY: Quantities and larger numbers. |
| * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- regular and irregular. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. * Usted vs tú * Reflexive verbs | Tolerance: Students discuss different personality types and how others choose to work and different career paths they may take. | Students will consider their future plans and the qualifications and requirements they will need to meet in order to achieve their goals. Students will learn about the education system in Spain, increasing their intercultural awareness throughout the module. | Students consider their future plans and what they would like to study in the future. (Post-16 education). | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, preterite and conditional tenses covered. NUMERACY: Understanding Spanish numerical data. Understanding dates. |
| * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. | Tolerance and mutual respect: students understand and debate social and political issues and the effects they have locally, nationally and internationally. | Students will consider their social, economic and environmental impact, locally, nationally and globally. Students will be required to consider their responsibilities in assisting with these issues. | Students pursuing a career in environmental work. | COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. All tenses covered. Complex constructions like subjunctive and indefinite phrases such as 'se debería' covered. NUMERACY: Understanding numerical data in Newspaper articles. |
| * Adjectival agreements. * Plural opinions with justifications. * Masculine vs Fem * Irregular present tense. * Past tense- imperfect vs preterite. * Future tense- 'I will vs I am going to vs I would like' * Using 3 tenses together. * Stem changing verbs. | | Students will continue to work on their interpersonal skills with speaking activities throughout the half term. | | All topics consolidated. |

From analysing data from the previous HT reports it is imperative that we include as many speaking and listening activities as possible to prepare students for t

| | | |
|---|---|---|
| This allows sufficient time for students to practice exam questions and techniques. | Change of timing for coverage of these topics. This means that Y11 will have covered everything before they complete CAS. | A |
|---|---|---|