

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 retainment 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.	Describing your family Using possessive adjectives Possessive adjectives mi/tu/su and mis/tus/sus				
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													

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.

Y9	Y9			

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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

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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.
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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.

<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. * Usted vs tú * 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.

