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|  | Autumn 1  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Autumn 2  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 1  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 2  5 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 1  6 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 2  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 |
| Year 7  French | Introduce yourself; say where you live, what languages you speak, your nationality  Numbers up to 31; months; dates. Say your age and birthday  Describe hairstyle and eye colour  Describe your favourite possession | | Describe the characters from Ratatouille and give opinions about them  Talk about friends and say how long you’ve known them  Talk in detail about home and family; compare yourself now with how you used to be. Describe personality  Name family members, say who you live with and what they are like. Give opinions of school subjects | | Talk about your school and where you live.  Describe animals and talk about leisure activities.  Describe a past event using j’ai vu. j’ai visité, c’était  Possibly describe where you used to live and what there used to be in your house. J’habitais. Il y avait, c’était | |
| Assessment | Regular short spelling tests of topic specific vocabulary.  Grammatical sentences with gaps  Written assessment: about themselves and an opinion about their favourite object. | | Regular short spelling tests of topic specific vocabulary.  Written assessment: Using accurate verbs give information about you and your favourite object.  Speaking assessment: Using accurate verbs give information about you and where you live. | | Regular short spelling tests of topic specific vocabulary.  Listening & Reading comprehension End of year exam. | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French, Year 7 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook [www.kerboodle.com](http://www.kerboodle.com) allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook [www.kerboodle.com](http://www.kerboodle.com) there are green triangles and students can click on these to hear French being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French language and helps them to be more confident in speaking French and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in French allows students to build up a knowledge of how the sound and spelling of words link together in the French language.  Short videos of French students are at the end of each chapter on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) so that our students can engage with the realia and cultural awareness of students of approximately their own age who use the French language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities on [www.zut.org.uk](http://www.zut.org.uk) and [www.kerboodle.com](http://www.kerboodle.co) can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | |
| Catholic Social Teaching | Solidarity | | Dignity in work | | Care for creation | |

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| Independent learning/reading extension | Mini readers on [www.kerboodle.com](http://www.kerboodle.com)  [www.zut.org.uk](http://www.zut.org.uk) interactive activities to consolidate and progress vocabulary and grammar knowledge  Extra star & Extra plus activities on [www.kerboodle.com](http://www.kerboodle.com) |

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|  | Autumn 1  7 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | Autumn 2  7 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | Spring 1  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 2  5 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 1  6 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | | Summer 2  7 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 |
| Year 8  Spanish & French | Getting to know the Spanish speaking world.  Looking at word order in Spanish sentences.  Introduce yourself and other people.  Numbers up to 31, months, dates and birthdays.  Give opinions about colours | Counting to 100  Saying if you have brothers, sisters or pets.  Describing physical features and personality  Learning about Christmas traditions in Spain. | Give and understand information about food, town and clothes. Use opinions and infinitives to justify.  Describe in the future tense what you could eat, drink, do and wear at an event in the future. | | Understand opinions about free-time activities.  Use the present tense to describe free-time activities and sports.  Justify opinions and talk about the weather affecting activity choices. | Cultural project about Coco and festivals in Mexico. | |
| Assessment | Regular short spelling tests of topic specific vocabulary.  Listening and reading comprehension activities  Speaking assessment: conversation about themselves and an opinion  Written homework to answer questions about themselves | Regular short spelling tests of topic specific vocabulary.  Reading comprehension activities  Written assessment about themselves and their family | Regular short spelling tests of topic specific vocabulary.  Translation assessment from English to French.  Pronunciation assessment. | | Regular short spelling tests of topic specific vocabulary.  Translation assessment from English to Spanish  Listening activities | Feedback on the listening and translation assessment. | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French or Spanish, Year 8 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook [www.kerboodle.com](http://www.kerboodle.com) allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section or Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook [www.kerboodle.com](http://www.kerboodle.com) there are green triangles and students can click on these to hear French or Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French or Spanish language and helps them to be more confident in speaking French and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in French and Spanish allows students to build up a knowledge of how the sound and spelling of words link together in the French and Spanish language.  Short videos of French / Spanish students are at the end of each chapter on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) so that our students can engage with the realia and cultural awareness of students of approximately their own age who use the French / Spanish language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities on [www.zut.org.uk](http://www.zut.org.uk) [www.oye.languageskills.co.uk](http://www.oye.languageskills.co.uk) and [www.kerboodle.com](http://www.kerboodle.com) can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | |
| Catholic Social Teaching | Solidarity | | Peace & Reconciliation | | Peace and reconciliation | | |
| Independent learning/reading extension | Mini readers on [www.kerboodle.com](http://www.kerboodle.com)  [www.zut.org.uk](http://www.zut.org.uk) (FRENCH) [www.oye.languageskills.co.uk](http://www.oye.languageskills.co.uk) (SPANISH) interactive activities to consolidate and progress vocabulary and grammar knowledge  Extra star & Extra plus activities on [www.kerboodle.com](http://www.kerboodle.com) | | | | | | |

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|  | Autumn 1  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 1 | | Autumn 2  7 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | | Spring 1  7 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 2 | | Spring 2  5 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | Summer 1  6 weeks  FRENCH DIGITAL TEXTBOOK ALLEZ 2 | | Summer 2  7 weeks  SPANISH DIGITAL TEXTBOOK CLARO 1 | |
| Year 9  French & Spanish | Daily life and issues in francophone countries  Talk about where you live and where you are going to live  Describe your daily routine  Talk about what you did yesterday  Discuss what you do to help others  French speaking countries in Africa | | Describing a town, saying what is in the town and giving opinions  Describing future weekend plans  Advantages and disadvantages of rural life  Understanding key expressions about what a town used to be like | | Discussing relationships with parents  Talking about pocket money and helping at home  Discussing pressures faced by teenagers and understand advice  Describe the life of homeless children | | Giving opinions about school subjects  Understanding information about a school timetable  Describing the school day  Talking about future plans. | Describe old and new technology  Talk about using technology for leisure purposes  Identify the risks of social networking sites  Discuss the pros and cons of new technologies  Talking about favourite technology and gadgets | | Cultural understanding:  Texas  Madrid  Barcelona  Comparisons  Synonym  Research  Translation  Idiom | |
| Assessments | Vocab spelling test  Dictation activity  Multiple choice grammar activity | | Vocab spelling test  Photocard, Speaking assessment recorded at home  Reading comprehension assessment | | Vocab spelling test  Completion of written piece of work about issues for teenagers. (open book)  A photo card speaking assessment recorded at home | | Vocab spelling test  Completion of written assessment about school (open book)  Listening multiple choice comprehension. | Reading out-loud & answering topic related questions  Listening comprehension questions. | | Dictation activity  Translation activity | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French/Spanish, Year 9 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook [www.kerboodle.com](http://www.kerboodle.com) allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French/Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook [www.kerboodle.com](http://www.kerboodle.com) there are green triangles and students can click on these to hear French/Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French/Spanish language and helps them to be more confident in speaking French/Spanish and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in French/Spanish allows students to build up a knowledge of how the sound and spelling of words link together in the French language.  Short videos of French/Spanish students are at the end of each chapter on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) so that our students can engage with the realia and cultural awareness of students of approximately their own age who use the French/Spanish language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities on [www.zut.org.uk](http://www.zut.org.uk) and [www.kerboodle.com](http://www.kerboodle.co) can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | | |
| Catholic Social Teaching | Solidarity | The Common Good | | Human Dignity | | Dignity of work | | | The common good | |  |
| Independent learning/  Read ext. | Mini readers on [www.kerboodle.com](http://www.kerboodle.com)  Online activities on [www.kerboodle.com](http://www.kerboodle.com)  [www.zut.org.uk](http://www.zut.org.uk) | | | | | | | | | | |



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|  | Autumn 1  Sept/Oct | | Autumn 2  Nov/Dec | Spring 1  Jan/Feb | Spring 2  Feb/March | | Summer 1 Apr/May | Summer 2  June/July | |
| Year 10  Spanish | Me, my family and friends  Talking about friends  Describing family relationships  Talking about future plans  Talking about relationships nowadays | | Hometown, neighbourhood and region  Saying what your house is like  Describing your house and where it is  Talking about the amenities in your area  Discussing the advantages and disadvantages of living in the town and the country | My Studies/Life at school and college  Talking about your studies  Talking about your school  Talking about school uniform and rules  Talking about the good and bad aspects of school | Free Time Activities  Talking about your free time  Talking aout weekend plans  Talking about special occasion meals  Extending what you can say about sport  Talking about sport in the world | | Revision of tenses  Revision of opinions  Exemplar lesson on GCSE writing mark scheme  Revision of translation strategies  Healthy and Unhealthy Living  Talking about healthy and unhealthy lifestyles  Discussing opinions related to healthy living | Holidays and Travel  Talking about holiday accommodation  Talking about holiday activities  Understanding tourist leaflets and websites  Describing a region | |
| Assessments | STAR marked written homework  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 point question  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | | STAR marked written homework 32 point question  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | 16/32 point question  Translation  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | GCSE past papers | | STAR marked homework  Competence at conversation classes | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, Spanish, Year 10 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook [www.kerboodle.com](http://www.kerboodle.com) allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook [www.kerboodle.com](http://www.kerboodle.com) there are green triangles and students can click on these to hear Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the Spanish language and helps them to be more confident in speaking Spanish and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in Spanish allows students to build up a knowledge of how the sound and spelling of words link together in the Spanish language.  Short videos of Spanish students are at the end of each chapter on the Claro 1 & Claro 2 digital textbook www.kerboodle.com so that our students can revise with the realia and cultural awareness of students of approximately their own age who use the Spanish language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities online at [www.oye.languageskills.org.uk](http://www.oye.languageskills.org.uk) and [www.kerboodle,com](http://www.kerboodle.co) can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | |
| Catholic Social Teaching | Peace | | Solidarity | Dignity of work | The common good | | The common good | | Creation & Environment |
| Independent learning/reading extension | Mini readers on [www.kerboodle.com](http://www.kerboodle.com) Online activities on [www.kerboodle.com](http://www.kerboodle.com)  Research into the Spanish-speaking world  www.oye.languageskills.org.uk | | | | | | | | |

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|  | Sept/Oct | Nov/Dec | | Jan/Feb | | Feb/March | Apr/May | June/July | |
| Year 10  French | Talking about you and your family  Describing how you get on with others.  Current and future personal relationships  Communicating online  Uses of social media and their advantages and disadvantages. | Talking about television, music and film  Describing free-time activities in the past  Talking about food and meals  Talking about different cuisines and eating out  Talking about sport  Discussing new sports and taking risks in sports  Talking about celebrations  Talking about how we celebrate  Talking about festivals  Describing international festivals  Discussing what tradition means to you | | Describing your home  Saying how you help at home  Talking about surroundings and types of accommodation  Talking about what there is to see and do and your ideal town.  Talking about charities  Describing charity work  Understanding the importance of charities  Describing eating habits  Comparing old and new health habits  Describing health resolutions | | Discussing local environmental issues and actions  Discussing environmental issues and their solutions  Discussing social issues, equality and poverty worldwide  Describing holiday destinations  Talking about holiday preferences  Talking about holiday preferences | Describing your school & subjects  Describing a day in school  Comparing life in France & Britain  Talking about school rules & uniform  Revision of tenses  Revision of giving and justifying opinions  Exemplar lesson marked to GCSE scheme  Revision of translation strategies | Talking about future studies  Talking about future options  Talking about preferences & part time work  Discussing how to get a job | |
| Assessments | STAR marked written homework  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 point question  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | | STAR marked written homework 32 point question  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | | 16 / 32 point question  Translation  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | GCSE past papers / exam style Kerboodle assessments | STAR marked homework  Competence at conversation classes | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French, Year 10 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear French being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French language and helps them to be more confident in speaking French and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in French allows students to build up a knowledge of how the sound and spelling of words link together in the French language.  Short videos of French students are at the end of each chapter on the Allez 1 & Allez 2 digital textbook www.kerboodle.com so that our students can revise with the realia and cultural awareness of students of approximately their own age who use the French language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities on www.zut.org.uk and www.kerboodle.com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | |
| Catholic Social Teaching | Peace | | The common good | Solidarity | | Creation & Environment | Dignity of work | | Dignity of work |
| Independent learning  reading | Research cuisines and festivals of different French speaking areas  Research famous French speaking sports people  Listen to and research French speaking groups and musicians | | | | Attend fortnightly conversation classes  Complete interactive activities on [www.kerboodle.com](http://www.kerboodle.com) [www.zut.org.uk](http://www.zut.org.uk)  Memrise app Vocab express challenges online | | | | |

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|  | | Autumn 1  Sept/Oct | | Autumn 2  Nov/Dec | | | Spring 1  Jan/Feb | Spring 2  Feb/March | | | | | | Summer 1 Apr/May | | Summer  June/July |
| Year 11  Spanish | Past Tense Holidays  Talking about holiday accommodation  Talking about holiday activities | | Customs and Festivals  Learning about local customs  Learning about Spanish customs  Learning about Latin American culture  Learning about Spanish culture | | Technology  Giving opinions about online messaging  Talking about the good and bad of social media  Giving opinions about mobile technology  Talking about mobile technology use and overuse | Preparation for Mock Exams  Practise writing, listening, reading and speaking assessments  Additional vocabulary work  Additional speaking practise – work on role plays and photo cards | Jobs  Looking for and applying for jobs  Talking about ideal jobs  Part time jobs  Work experience | | Education post-16  Discussing choices at 18: work or university  Talking about the benefits of higher education | | | Environment  Talking about ways of protecting the environment  Understanding and discussing environmental problems  Charity and Voluntary Work and Poverty and Homelessness  Talking about charities and voluntary work  Learning more about charities and volunteering  Talking about homelessness  Talking about helping the homeless and the needy | | Past papers  Exam technique work in all 4 skill areas  Vocab revision  Speaking practise | |  |
| Assessments | | STAR marked written homework  Competence at conversation classes | | 16 Mark Question  32 Mark Question  Past Reading Paper | | | Mock exams in listening, reading, writing and speaking | | | | Reading past paper  Listening past paper  Written past paper | | | | STAR marked written homework  Competence at conversation classes  Past papers  Final GCSE exams | |
| Inclusion for all | | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, Spanish, Year 11 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook [www.kerboodle.com](http://www.kerboodle.com) allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook [www.kerboodle.com](http://www.kerboodle.com) to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook [www.kerboodle.com](http://www.kerboodle.com) there are green triangles and students can click on these to hear Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the Spanish language and helps them to be more confident in speaking Spanish and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in Spanish allows students to build up a knowledge of how the sound and spelling of words link together in the Spanish language.  Short videos of Spanish students are at the end of each chapter on the Claro 1 & Claro 2 digital textbook www.kerboodle.com so that our students can revise with the realia and cultural awareness of students of approximately their own age who use the Spanish language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities online at [www.oye.languageskills.org.uk](http://www.oye.languageskills.org.uk) and [www.kerboodle,com](http://www.kerboodle.co) can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | | | | | | |
| Catholic Social Teaching | | Solidarity | | The common good | | | Dignity of work | | | Human dignity | | |  | | | |
| Independent learning/reading extension | | Mini readers on [www.kerboodle.com](http://www.kerboodle.com)  Interactive activities in the resources section on [www.kerboodle.com](http://www.kerboodle.com)  www.oye.languageskills.org.uk | | | | | | | | | | | | | | |

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|  | Autumn 1  Sept/Oct | Autumn 2  Nov/Dec | Spring 1  Jan /Feb | Spring 1  Jan/Feb | Spring 2  Feb/March | Summer 2  June/July |
| Year 11  French | Revision of Family & Technology topics focusing on Higher Tier structures and vocabulary.  Role play practice  Photo Card Practice  16 point questions  32 point questions  General conversation questions  Listening & Reading skills | Revision of Free-time & Custom & Festivals focusing on Higher Tier structures and vocabulary.  Role play practice  Photo Card Practice  16 point questions  32 point questions  General conversation questions  Translations  Listening & Reading skills | Revision of Region & Social Issues focusing on Higher Tier structures and vocabulary.  Role play practice  Photo Card Practice  16 point questions  32 point questions  General conversation questions  Translations  Listening & Reading skills | Revision of Global Issues & Tourism focusing on Higher Tier structures and vocabulary.  Role play practice  Photo Card Practice  16 point questions  32 point questions  General conversation questions  Translations  Listening & Reading skills | Revision of School & Employment & Future studies  focusing on Higher Tier structures and vocabulary.  Role play practice  Photo Card Practice  16 point questions  32 point questions  General conversation questions  Translations  Listening & Reading skills | EXAMS |
| Assessments | 16 point question  32 point question  Past listening / reading papers | 16 point question  32 point question  Past listening / reading papers | STAR marked written homework  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 /32 point questions  Translation practice  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | Exam style 16 / 32 point questions  Translation practice  Competence at conversation classes  Listening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | EXAMS |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French, Year 11 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear French being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French language and helps them to be more confident in speaking French and what they can understand in class.  Short spelling tests and tests to transcribe what they hear in French allows students to build up a knowledge of how the sound and spelling of words link together in the French language.  Short videos of French students are at the end of each chapter on the Allez 1 & Allez 2 digital textbook www.kerboodle.com so that our students can revise with the realia and cultural awareness of students of approximately their own age who use the French language for real purposes.  Audio books are on the digital textbook so students can support their reading for pleasure in the target language.  Interactive activities on www.zut.org.uk and www.kerboodle.com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | |
| Catholic Social Teaching | The common good | The common good | Solidarity | Creation & Environment | Dignity of work | | |
| Independent learning/reading extension | Attend fortnightly conversation classes Complete interactive activities on  [www.kerboodle.com](http://www.kerboodle.com) [www.zut.org.uk](http://www.zut.org.uk) Memrise app Vocab express challenges online | | | | | | |

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|  | Autumn 1  Sept/Oct  ( 7weeks) | Autumn 2  Nov/Dec  ( 7 weeks) | | Spring 1  Jan/Feb  ( 7 weeks) | | | | Spring 2  Feb/March  (5 weeks) | | Summer 1 Apr/May  (6 weeks) | Summer 2  June/July  ( 7 weeks) |
| Year 12  French | Describe and discuss trends in marriage and other forms of partnership  Consider and discuss the merits and problems of different family structures  Consider relationships between the generations and discuss problems that can arise | | | | | Consider a variety of aspects of French cinema  Consider the major developments in the evolution of French cinema from it’s beginnings to present day  Consider the continuing popularity of French cinema and film festivals | | | | | Listening and reading summary strategies  Translation technique |
| Studying “No et Moi” | | | | | | | | | | Essay technique |
| Understand the notion of heritage and heritage preservation on a regional and national scale  Consider the ways in which some of the country’s most famous sites market themselves  Comprehend how heritage impacts upon and is guided by culture in society | | | | | | | | | |  |
| Conversation practice for stimulus card material and independent research project | | | | | | | | | |  |
| Describe and discuss how technology has changed every day lives  Consider and discuss the dangers of digital technology  Consider the different users of digital technology and discuss possible future developments  Consider the different users of digital technology and discuss possible future developments | | Examine the voluntary sector in France and the range of work volunteers provide  Discuss the benefits of voluntary work for those who are helped and how beneficiaries request help  Look at the benefits of voluntary work for those that do it and for society as a whole | | | | Consider the popularity of francophone music and it’s diversity of genre and style  Consider who listens to contemporary francophone music, how often and by what means  Consider and discuss the threats to contemporary francophone music and how it might be safeguarded | | | | Listening and reading summary strategies  Translation technique |
| Assessment | End of unit chapter assessments on [www.kerboodle.com](http://www.kerboodle.com) for listening, reading, speaking, translation. | | | | | | | | | | Past papers |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French, Year 12 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear French being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French language and helps them to be more confident in speaking French and what they can understand in class.  Interactive activities on www.zut.org.uk and www.kerboodle.com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | | |
| Catholic Social Teaching | Solidarity | | | | The common good | | | |  | | |
| Independent learning/reading extension | Heritage sites of interest Heritage projects  Charity organisations in French speaking counties  Film directors and novelists who have influenced French culture  Contemporary French speaking musicians and groups  Current affaires online or on the radio  French speaking artists(musical or otherwise) who have been influential  French medical progress Sporting endeavours by French speakers  Political current affaires Influential historical events | | | | | | | | | | |

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|  | Autumn 1  Sept/Oct  ( 7weeks) | | Autumn 2  Nov/Dec  ( 7 weeks) | | Spring 1  Jan/Feb  ( 7 weeks) | | | | | Spring 2  Feb/March  ( 5 weeks) | | Summer 1 Apr/May  (5 weeks) | Summer 2  June/July  ( 7 weeks) |
| Year 12  Spanish | Describe the various types of 21st century Spanish family and how these differ from the family model of the past  Understand trends in marriage and how modern and traditional values differ  Understand the situation regarding divorce  Understand the religious history of Spain  Discuss changes in the influence of the church | Discuss the positive and/or negative influence of the Internet  Discuss the positive and/or negative effect of smartphones  Consider the type of influence social networks have on society | | Discuss women in the world of work  Study the role of women at home  Discuss male chauvinism  Look at the role of feminism  Understand and talk about changes to LGBT rights  Discuss gay marriage in Spain and the Hispanic world | | | Discuss the positive and/or negative influence singers and musicians have on people  Discuss the positive and/or negative effect TV and cinema stars have in our society  Consider the type of influence fashion models have on young people | Describe and discuss Spanish customs and traditions  Discuss the similarities and differences in the gastronomy of Spain  Consider the languages that are spoken in Spain and the issues surrounding them | | | Understand civilisations that contributed to the cultural heritage of Spain  Discuss the 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 | | Exam preparation – Revision sessions on play  -Listening and reading exercises  -Translation into Spanish and into English  - Work on gap fills  -Grammar revision  Intro to ‘El Laberinto del fauno’  - Watch film |
| Studying ‘La Casa de Bernarda Alba’ – Explore the themes, characters and techniques of the play  Essay technique  Evaluative and analytical skills developed | | | | | | | | | | | |
| Conversation practice for stimulus card material and independent research project | | | | | | | | | | | |
| Cultural module on Spanish Civil War and its impact on the Spanish people – Background to both the play and film | | | | | | | | | | | |
| Assessments | End of unit chapters on [www.kerboodle.com](http://www.kerboodle.com) for listening, reading, speaking, translation. | | | | | | | | | | | | Past papers |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, Spanish, Year 12 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the Spanish language and helps them to be more confident in speaking Spanish and what they can understand in class.  Interactive activities online at www.oye.languageskills.org.uk and www.kerboodle,com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | | | | |
| Catholic Social Teaching | Solidarity | | The common good | | | Peace | | | Solidarity | | | | |
| Independent learning/reading extension | Research in to the use of Internet in Latin American compared with Spain  Research the rights of different minority groups in Spain and Latin America  Famous Spanish-speaking sports stars and their achievements Famous Spanish-speaking actors/musicians/models  Research different regions in Spain and compare their traditions/languages/beliefs Research pre-Columbian Latin America  Art/Architecture and Music in the Spanish-speaking world  Current affairs online or radio Heritage projects Key historical events | | | | | | | | | | | | |

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| Year 13  French | Consider the benefits of living in an ethnically diverse society  Consider the need for tolerance and respect of diversity  Consider how we can promote diversity to create a richer world | | Examine the different groups who are socially marginalised  Discuss measures to help those who are marginalised  Consider contrasting attitudes to people who are marginalised | | | | Examine different attitudes to crime  Discuss prison and its merits and problems  Consider alternative forms of punishment | past papers | |  |
| Discuss arguments relating to the vote and examine the French political system and its evolution  Discuss engagement levels of young people and their influence on politics | | Understand the important role of unions  Talk about strikes and protests and consider different methods of protesting  Discuss different attitudes towards strikes, protests and other political tensions | | | | Discuss some of the political issues concerning immigration in francophone countries  Consider the viewpoints of political parties regarding immigration  Consider immigration from the standpoint of immigrants, as well as aspects of racism | past papers | |
| Conversation practice for stimulus card material and independent research project | | | | | | | past papers | |
| Studying the novel | | | | | | | past papers | |
| Revisiting the film “No et moi” | | | | | | | past papers | |
| Assessments | End of unit chapters on [www.kerboodle.com](http://www.kerboodle.com) for listening, reading, translation. Mock speaking exam. | | | | | | |  | | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, French, Year 13 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, French section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear French being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the French language and helps them to be more confident in speaking French and what they can understand in class.  Interactive activities on www.zut.org.uk and www.kerboodle.com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | |
| Catholic Social Teaching | Solidarity | | | Solidarity | Peace | | | | | |
| Independent learning/reading extension | Poetry by French speakers Current affaires online or on the radio  French speaking artists(musical or otherwise) who have been influential  French medical progress Heritage projects  Political current affaires Sporting endeavours by French speakers  Influential historical events Environmental projects and challenges | | | | | | | | | |

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|  | Autumn 1 | | | Autumn 2 | | Spring 1 | | | | | Spring 2 | | Summer 1 | Summer 2 |
| Year 13  Spanish | Discuss the positive and negative  aspects of immigration  Learn more about immigration in the  Spanish-speaking world  Discuss what problems illegal migrants might face | Describe and discuss racist and xenophobic attitudes in the Spanish-speaking  world  Understand and discuss measures to  combat racism and their effectiveness  Look at existing legislation against racism  Discuss possible new legislation | Understand and describe the different  ways cultures integrate in Hispanic  society  Understand and describe the issues  surrounding the integration of different  cultures within the sphere of education  Understand and describe the  coexistence of various religions in the  Hispanic world | | Discuss the importance of politics in young people’s lives  Understand why their attitude to politics  is changing  Discuss the unemployment situation  amongst young people nowadays and  how it is affecting them  Describe and discuss the type of society  young people in the Hispanic world  want to live in | | | Understand the impact of the civil war  Discuss life under Franco’s dictatorship  Describe and discuss the changes from  monarchy and republic to dictatorship  Describe the transition from dictatorship  to monarchy  Discuss dictatorships in Latin America,  particularly in Panama, Chile and Argentina | Consider and discuss how effective  protests and strikes are  Describe and discuss the power of trade  unions  Consider and discuss the 15-M  Movement in Spain and the Mothers of  the Plaza de Mayo in Argentina | | | Past papers | |  |
| Studying ‘El laberinto del fauno’ – Key themes, characters and cinematic techniques | | | | | | | | | | | Past papers | |
| Revise ‘La Casa de Bernarda Alba’ | | | | | | | | | | |
| Conversation practice for stimulus card material and independent research project | | | | | | | | | | | Past papers | |
| Assessments | End of unit chapters on [www.kerboodle.com](http://www.kerboodle.com) for listening, reading, translation. Mock speaking exam. | | | | | | | | | |  | | | |
| Inclusion for all | Regular teacher and student modelling and use of questioning in the classroom allows differentiation by outcome from students.  Classroom lessons are on the Firefly website in the Home Learning, Spanish, Year 13 section so students can look at the content before studying them in the classroom or revisit them after the classroom lesson as consolidation or complete them from home.  Use of visuals and sound in the classroom from powerpoints and pages from the digital textbook www.kerboodle.com allows students to see and hear new vocabulary and phrases.  Topic vocabulary lists in student books allows for quick reference and confidence building in the classroom.  Audio topic vocabulary lists are available on the digital textbook www.kerboodle.com to reinforce the sound of the words and phrases from home.  Checklists & Signposts in student books allow students to identify their areas of strength and page numbers show students where they can find extra explanations of particular grammar points.  In the Home Learning, Spanish section of Firefly there is a link to phonics videos to help students with pronunciation and listening comprehension.  In the digital textbook www.kerboodle.com there are green triangles and students can click on these to hear Spanish being spoken when they are outside the languages classroom so it reinforces their frequency of listening to the Spanish language and helps them to be more confident in speaking Spanish and what they can understand in class.  Interactive activities online at www.oye.languageskills.org.uk and www.kerboodle,com can support students in their consolidation and wider vocabulary acquisition outside the classroom. | | | | | | | | | | | | | |
| Catholic Social Teaching | Peace | | | Solidarity | | | The dignity of work | | | Solidarity | | | | |
| Independent learning/reading | Spanish literature Spanish cinema Political situation in Cataluña Research into the treatment of minority groups in Spain  Al-Andalus History of government in Spain Research into protests in Spain and Latin America Independent research project (for speaking exam) | | | | | | | | | | | | | |