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|  | Autumn 17 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Autumn 27 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 17 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 25 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 16 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 27 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 |
| Year 7French  | Introduce yourself; say where you live, what languages you speak, your nationalityNumbers up to 31; months; dates. Say your age and birthdayDescribe hairstyle and eye colourDescribe your favourite possession | Describe the characters from Ratatouille and give opinions about them Talk about friends and say how long you’ve known themTalk in detail about home and family; compare yourself now with how you used to be. Describe personalityName 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’étaitPossibly 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 gapsWritten 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 knowledgeExtra star & Extra plus activities on [www.kerboodle.com](http://www.kerboodle.com) |

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|  | Autumn 1 7 weeksSPANISH DIGITAL TEXTBOOK CLARO 1 | Autumn 2 7 weeksSPANISH DIGITAL TEXTBOOK CLARO 1 | Spring 1 7 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Spring 2 5 weeksFRENCH DIGITAL TEXTBOOK ALLEZ 1 | Summer 1 6 weeksSPANISH DIGITAL TEXTBOOK CLARO 1 | Summer 27 weeksSPANISH 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 100Saying if you have brothers, sisters or pets.Describing physical features and personalityLearning 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 activitiesSpeaking assessment: conversation about themselves and an opinionWritten homework to answer questions about themselves | Regular short spelling tests of topic specific vocabulary.Reading comprehension activitiesWritten 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 knowledgeExtra star & Extra plus activities on [www.kerboodle.com](http://www.kerboodle.com)  |

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|  | Autumn 1 7 weeksFRENCH 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 weeksSPANISH DIGITAL TEXTBOOK CLARO 1 |
| Year 9French & Spanish  | Daily life and issues in francophone countriesTalk about where you live and where you are going to liveDescribe your daily routine Talk about what you did yesterday Discuss what you do to help othersFrench speaking countries in Africa | Describing a town, saying what is in the town and giving opinionsDescribing future weekend plansAdvantages and disadvantages of rural lifeUnderstanding 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 subjectsUnderstanding information about a school timetableDescribing the school dayTalking about future plans. | Describe old and new technologyTalk about using technology for leisure purposesIdentify the risks of social networking sitesDiscuss the pros and cons of new technologiesTalking about favourite technology and gadgets | Cultural understanding:TexasMadrid BarcelonaComparisonsSynonymResearchTranslation Idiom  |
| Assessments | Vocab spelling test Dictation activityMultiple choice grammar activity  | Vocab spelling test Photocard, Speaking assessment recorded at homeReading comprehension assessment | Vocab spelling testCompletion of written piece of work about issues for teenagers. (open book)A photo card speaking assessment recorded at home | Vocab spelling testCompletion of written assessment about school (open book)Listening multiple choice comprehension. | Reading out-loud & answering topic related questionsListening comprehension questions. | Dictation activityTranslation 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 friendsTalking about friendsDescribing family relationshipsTalking about future plansTalking about relationships nowadays | Hometown, neighbourhood and regionSaying what your house is likeDescribing your house and where it isTalking about the amenities in your areaDiscussing the advantages and disadvantages of living in the town and the country | My Studies/Life at school and collegeTalking about your studiesTalking about your schoolTalking about school uniform and rulesTalking about the good and bad aspects of school | Free Time ActivitiesTalking about your free timeTalking aout weekend plansTalking about special occasion mealsExtending what you can say about sportTalking about sport in the world | Revision of tensesRevision of opinionsExemplar lesson on GCSE writing mark schemeRevision of translation strategiesHealthy and Unhealthy LivingTalking about healthy and unhealthy lifestylesDiscussing opinions related to healthy living | Holidays and Travel Talking about holiday accommodationTalking about holiday activitiesUnderstanding tourist leaflets and websitesDescribing a region |
| Assessments | STAR marked written homework Competence at conversation classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 point questionListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | STAR marked written homework 32 point questionCompetence at conversation classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | 16/32 point question TranslationListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | GCSE past papers | STAR marked homeworkCompetence 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 worldwww.oye.languageskills.org.uk  |

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|  | Sept/Oct | Nov/Dec | Jan/Feb | Feb/March | Apr/May |  June/July |
| Year 10French  | Talking about you and your familyDescribing how you get on with others.Current and future personal relationshipsCommunicating online Uses of social media and their advantages and disadvantages. | Talking about television, music and film Describing free-time activities in the pastTalking about food and mealsTalking about different cuisines and eating outTalking about sportDiscussing new sports and taking risks in sportsTalking about celebrationsTalking about how we celebrateTalking about festivalsDescribing international festivalsDiscussing what tradition means to you | Describing your homeSaying how you help at homeTalking about surroundings and types of accommodationTalking about what there is to see and do and your ideal town.Talking about charitiesDescribing charity work Understanding the importance of charitiesDescribing eating habits Comparing old and new health habitsDescribing health resolutions | Discussing local environmental issues and actionsDiscussing environmental issues and their solutionsDiscussing social issues, equality and poverty worldwideDescribing holiday destinationsTalking about holiday preferencesTalking about holiday preferences | Describing your school & subjectsDescribing a day in schoolComparing life in France & BritainTalking about school rules & uniformRevision of tensesRevision of giving and justifying opinionsExemplar lesson marked to GCSE schemeRevision of translation strategies | Talking about future studies Talking about future optionsTalking about preferences & part time work Discussing how to get a job |
| Assessments | STAR marked written homework Competence at conversation classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 point questionListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | STAR marked written homework 32 point questionCompetence at conversation classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | 16 / 32 point question TranslationListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | GCSE past papers / exam style Kerboodle assessments | STAR marked homeworkCompetence 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 learningreading  | Research cuisines and festivals of different French speaking areasResearch famous French speaking sports peopleListen to and research French speaking groups and musicians | Attend fortnightly conversation classesComplete 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 HolidaysTalking about holiday accommodationTalking about holiday activities | Customs and FestivalsLearning about local customsLearning about Spanish customsLearning about Latin American cultureLearning about Spanish culture | TechnologyGiving opinions about online messagingTalking about the good and bad of social mediaGiving opinions about mobile technologyTalking about mobile technology use and overuse | Preparation for Mock ExamsPractise writing, listening, reading and speaking assessmentsAdditional vocabulary workAdditional speaking practise – work on role plays and photo cards | JobsLooking for and applying for jobsTalking about ideal jobsPart time jobsWork experience | Education post-16Discussing choices at 18: work or universityTalking about the benefits of higher education | EnvironmentTalking about ways of protecting the environmentUnderstanding and discussing environmental problemsCharity and Voluntary Work and Poverty and HomelessnessTalking about charities and voluntary workLearning more about charities and volunteeringTalking about homelessnessTalking about helping the homeless and the needy | Past papersExam technique work in all 4 skill areasVocab revisionSpeaking practise |  |
| Assessments | STAR marked written homework Competence at conversation classes | 16 Mark Question32 Mark QuestionPast Reading Paper | Mock exams in listening, reading, writing and speaking | Reading past paperListening past paperWritten past paper | STAR marked written homework Competence at conversation classesPast papersFinal 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 11French  | Revision of Family & Technology topics focusing on Higher Tier structures and vocabulary. Role play practicePhoto Card Practice 16 point questions32 point questionsGeneral conversation questionsListening & Reading skills | Revision of Free-time & Custom & Festivals focusing on Higher Tier structures and vocabulary. Role play practicePhoto Card Practice 16 point questions32 point questionsGeneral conversation questionsTranslationsListening & Reading skills | Revision of Region & Social Issues focusing on Higher Tier structures and vocabulary. Role play practicePhoto Card Practice 16 point questions32 point questionsGeneral conversation questionsTranslationsListening & Reading skills | Revision of Global Issues & Tourism focusing on Higher Tier structures and vocabulary. Role play practicePhoto Card Practice 16 point questions32 point questionsGeneral conversation questionsTranslationsListening & Reading skills | Revision of School & Employment & Future studiesfocusing on Higher Tier structures and vocabulary. Role play practicePhoto Card Practice 16 point questions32 point questionsGeneral conversation questionsTranslationsListening & 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 classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com) | STAR marked homework 16 /32 point questionsTranslation practiceCompetence at conversation classesListening and reading formative assessment on [www.kerboodle.com](http://www.kerboodle.com)  | Exam style 16 / 32 point questionsTranslation practiceCompetence at conversation classesListening 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 12French  | Describe and discuss trends in marriage and other forms of partnershipConsider and discuss the merits and problems of different family structuresConsider relationships between the generations and discuss problems that can arise | Consider a variety of aspects of French cinemaConsider the major developments in the evolution of French cinema from it’s beginnings to present dayConsider the continuing popularity of French cinema and film festivals | Listening and reading summary strategiesTranslation technique |
| Studying “No et Moi” | Essay technique |
| Understand the notion of heritage and heritage preservation on a regional and national scaleConsider the ways in which some of the country’s most famous sites market themselvesComprehend 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 livesConsider and discuss the dangers of digital technologyConsider the different users of digital technology and discuss possible future developmentsConsider the different users of digital technology and discuss possible future developments | Examine the voluntary sector in France and the range of work volunteers provideDiscuss the benefits of voluntary work for those who are helped and how beneficiaries request helpLook 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 styleConsider who listens to contemporary francophone music, how often and by what meansConsider and discuss the threats to contemporary francophone music and how it might be safeguarded | Listening and reading summary strategiesTranslation 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 projectsCharity organisations in French speaking counties Film directors and novelists who have influenced French cultureContemporary French speaking musicians and groups Current affaires online or on the radioFrench 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 12Spanish  | Describe the various types of 21st century Spanish family and how these differ from the family model of the pastUnderstand trends in marriage and how modern and traditional values differUnderstand the situation regarding divorceUnderstand the religious history of SpainDiscuss changes in the influence of the church | Discuss the positive and/or negative influence of the InternetDiscuss the positive and/or negative effect of smartphonesConsider the type of influence social networks have on society | Discuss women in the world of workStudy the role of women at homeDiscuss male chauvinismLook at the role of feminismUnderstand and talk about changes to LGBT rightsDiscuss gay marriage in Spain and the Hispanic world | Discuss the positive and/or negative influence singers and musicians have on peopleDiscuss the positive and/or negative effect TV and cinema stars have in our societyConsider the type of influence fashion models have on young people | Describe and discuss Spanish customs and traditionsDiscuss the similarities and differences in the gastronomy of SpainConsider the languages that are spoken in Spain and the issues surrounding them | Understand civilisations that contributed to the cultural heritage of SpainDiscuss the pre-Columbian heritage of Latin AmericaDiscuss Spanish and Latin American artists and the role of architecture in SpainUnderstand 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 revisionIntro to ‘El Laberinto del fauno’- Watch film |
| Studying ‘La Casa de Bernarda Alba’ – Explore the themes, characters and techniques of the playEssay 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 SpainResearch the rights of different minority groups in Spain and Latin AmericaFamous Spanish-speaking sports stars and their achievements Famous Spanish-speaking actors/musicians/modelsResearch different regions in Spain and compare their traditions/languages/beliefs Research pre-Columbian Latin AmericaArt/Architecture and Music in the Spanish-speaking worldCurrent affairs online or radio Heritage projects Key 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(6 weeks) | Summer 2 June/July( 7 weeks) |
| Year 13French  | Consider the benefits of living in an ethnically diverse societyConsider 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 marginalisedDiscuss measures to help those who are marginalisedConsider contrasting attitudes to people who are marginalised | Examine different attitudes to crime Discuss prison and its merits and problemsConsider 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 unionsTalk about strikes and protests and consider different methods of protestingDiscuss different attitudes towards strikes, protests and other political tensions | Discuss some of the political issues concerning immigration in francophone countriesConsider the viewpoints of political parties regarding immigrationConsider 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 radioFrench speaking artists(musical or otherwise) who have been influentialFrench medical progress Heritage projectsPolitical current affaires Sporting endeavours by French speakersInfluential historical events Environmental projects and challenges |

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|  | Autumn 1  | Autumn 2 | Spring 1  | Spring 2  | Summer 1 | Summer 2  |
| Year 13Spanish  | Discuss the positive and negativeaspects of immigrationLearn more about immigration in theSpanish-speaking worldDiscuss what problems illegal migrants might face | Describe and discuss racist and xenophobic attitudes in the Spanish-speakingworldUnderstand and discuss measures tocombat racism and their effectivenessLook at existing legislation against racismDiscuss possible new legislation | Understand and describe the differentways cultures integrate in HispanicsocietyUnderstand and describe the issuessurrounding the integration of differentcultures within the sphere of educationUnderstand and describe thecoexistence of various religions in theHispanic world | Discuss the importance of politics in young people’s livesUnderstand why their attitude to politicsis changingDiscuss the unemployment situationamongst young people nowadays andhow it is affecting themDescribe and discuss the type of societyyoung people in the Hispanic worldwant to live in | Understand the impact of the civil warDiscuss life under Franco’s dictatorshipDescribe and discuss the changes frommonarchy and republic to dictatorshipDescribe the transition from dictatorshipto monarchyDiscuss dictatorships in Latin America,particularly in Panama, Chile and Argentina | Consider and discuss how effectiveprotests and strikes areDescribe and discuss the power of tradeunionsConsider and discuss the 15-MMovement in Spain and the Mothers ofthe 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 SpainAl-Andalus History of government in Spain Research into protests in Spain and Latin America Independent research project (for speaking exam) |