

**AY2021-2022 Year 7 Curriculum Plan - Modern Foreign Languages (French or Spanish)**

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
Why we learn French/Spanish, how we learn, phonics and classroom language	Avoir/Tener (To have)	Être/Ser & Estar (to be)	Aller/Ir & Faire/Hacer (to go & to do)	Regular verbs in the present tense	French-speaking Africa / Spanish-speaking Latin America
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
Phonics and pronunciation; learning new vocabulary effectively; practical classroom language.	Mastery of the verb to have; using the correct articles according the gender of a noun.	Mastery of the verb to be; using correct adjectival agreement.	Mastery of the verbs to go and to do; mastery of common adverbs and time expressions; giving opinions.	Mastery of regular verb patterns; applying them to new verbs; giving more detailed and more justified opinions.	Consolidating all grammar learnt so far; using the first, second and third persons to talk about myself and others
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
Where French/Spanish is spoken; why is it valuable to learn; how to use French/Spanish in the classroom every day.	Describing my age and appearance, saying who my family and friends are, talking about possessions and pets.	Introducing myself to others; saying who I am and where I am from; describing my friends, family and the people who matter to me.	Talking about what I like to do and where I like to go; talking about how often I do things and why I do them.	Describing where I live, what I study at school, what languages I speak, what sports I play, what foods I eat, and what opinions I have and why.	Developing your knowledge and understanding of a different part of the world and how life is different there.
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Baseline assessment – to gauge students’ learning from KS2.	One assessment covering reading, listening and translation tasks.	Spoken presentation – presenting myself	One assessment covering reading and listening tasks and a short writing task.	Spoken presentation – describing my daily life	Extended writing piece – scaffolded with a planning sheet.
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
Phonics and pronunciation.	Sentence-level translation; constructing sentences.	Oracy – speaking in front of the class	Structuring longer sentences and adding detail; writing for interest.	Oracy – speaking in front of the class	Writing descriptively; giving opinions; writing for interest
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
Core vocabulary – for fortnightly vocabulary testing.	Core vocabulary – for fortnightly vocabulary testing	Core vocabulary – for fortnightly vocabulary testing	Core vocabulary – for fortnightly vocabulary testing	Core vocabulary – for fortnightly vocabulary testing	Core vocabulary – for fortnightly vocabulary testing







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**AY2021-2022 Year 11 Curriculum Plan - Modern Foreign Languages (French or Spanish)**

Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April
Holidays and Travel	Home and Local Area	Global Issues	Preparing for GCSEs
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
Using the conditional tense; narrating past events in detail.	Making detailed comparisons; using all three time frames.	Using modal verbs; making suggestions and recommendations.	Recap of all prior learning at KS4
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
Talking about travel; understanding descriptions of places in French or Spanish speaking countries.	Describing where I live; understanding descriptions of places in French or Spanish speaking countries.	Describing global problems; appreciating global ethical responsibilities.	Recap of all prior learning at KS4.
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Reading, listening and translation tasks; speaking role-play.	Full mock exam.	Reading, listening and tiered writing assessment.	N/A – preparing for final GCSE assessments.
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
Developing extended spoken answers.	Writing detailed and structured responses.	Applying reading and listening strategies.	N/A.

Home Learning	Home Learning	Home Learning	Home Learning
Core vocabulary – for fortnightly vocabulary testing.	Core vocabulary – for fortnightly vocabulary testing.	Core vocabulary – for fortnightly vocabulary testing.	Revision for GCSE assessment.