

Modern Foreign Languages Department Programme of Study, Years 7-11

	Year 7	(*) Year 8	(*) Year 9	(*) Year 10	(*) Year 11
Phase 1	<p>Topic: My family and my friends</p> <p>Focus: Introducing yourself and being able to talk about your family and your friends.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying my name, age, and birthday. Introducing others by giving their name, age, and birthday. Saying how old I/he/she will be next year. Talking about pets: appearance and describing which pets I used to have and would like to have. Expressing and justifying opinions on pets. Describing myself and others: height, build, personality. Describing myself and others: Hair style, length and colour and eye colour. Other distinguishing features: glasses, braces, beard, moustache, bald, freckles. <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Hobbies and Leisure-time pursuits: social media and Gaming</p> <p>Focus: Describing how I and others use social media and gaming in our spare time.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying which social media, I/he/she uses in my/his/her spare time. Expressing and justifying my opinion about social media. Talking about the advantages and disadvantages of social media and gaming. Saying how I/he/she used social media in the past; both at the weekend and when I/he/she was younger. Saying how I/he/she will use social media and gaming in the future. <p>Previously taught/learnt vocabulary from the beginning of year 7 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Holidays and travel: Transport and accommodation.</p> <p>Focus: Describing where I like/he/she likes to go on holiday and with whom. Describing where I usually stay/he/she usually stays and how I get to my destination.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Talking about where I go/he/she usually goes on holiday. Saying which transport, I use to get to my holiday destination. Saying where I usually stay/he/she usually stays on holiday. Describing where I/he/she used to go on holiday when I/he/she was younger. Expressing and justifying my opinion about where I go on holiday. Talking about weather whilst on holiday. <p>Previously taught/learnt vocabulary from the beginning of year 7 and year 8 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: My life at school.</p> <p>Focus: Talking about my life at school and my daily routine.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying which subjects, I (and others) study at school. Expressing and justifying my/his/her opinion on the subjects I take/he/she takes at school. Describing my daily routine during the week and at the weekend. Talking about my favourite subject and why. Describing a day at school. Talking about my/his/her teachers. <p>Previously taught/learnt vocabulary from the beginning of years 7, 8 and 9 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: The environment: the natural world and environmental issues.</p> <p>Focus: Describing the environment in my town and local area.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Revisiting places in town paying particular attention to the environment for example traffic, rubbish in the streets. Discussing the issues which affect the environment locally, nationally and globally. Describing the biggest threats to the environment. Discussing environmental issues in the past and future tenses. <p>Previously taught/learnt vocabulary from the beginning of years 7, 8, 9 and 10 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>
Phase 2	<p>Topic: My family and my friends</p> <p>Focus: Introducing yourself and being able to talk about your family and your friends.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying where I live and with whom. Describing my family and stating how many people there are and who they are. Comparing myself to others: taller, smarter, kinder etc. Use of the superlative: the kindest, the smartest etc. Describing myself and others in the past and stating what they used to look like/used to be/used to wear. Describing how well I get on with someone and why. <p>Previously taught/learnt vocabulary to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a short conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: My town and my local area.</p> <p>Focus: Talking about my town and what one can do there.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Describing my house and saying what I do/he/she does at home. Describing my ideal house. Saying what there is in my town: shops and tourist attractions. Saying what there used to be in my town. Saying what you can do in my town. <p>Previously taught/learnt vocabulary from the beginning of year 7 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Holidays and travel: Food and Drink and Leisure-time activities.</p> <p>Focus: Talking about what I and others eat and drink. Talking about what I and others do on holiday. Talking about what we ate, drank, and did on holiday.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Describing a holiday in more detail: talking about what I and others eat and drink whilst on holiday. Talking about our usual activities on holiday. Describing a holiday in the past. Saying what I and others did on holiday. Saying what I and others ate and drank on holiday. Expressing and justifying an opinion in the past tense. Talking about the weather in the past tense. <p>Previously taught/learnt vocabulary from the beginning of year 7 and year 8 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: School: My life at school in the past.</p> <p>Focus: Talking about my life at school in the past.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying which subjects I and others used to study. Expressing and justifying an opinion in the past. Describing my daily routine in the past. Talking about school rules now and in the past. Describing my timetable now and in the past. <p>Previously taught/learnt vocabulary from the beginning of years 7, 8 and 9 to be revisited and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: The environment: protection of the environment.</p> <p>Focus: Discussing what I and others do to protect the environment</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Describing what one should do to protect the environment. Discussing what could possibly happen from taking measures to protect the environment. Describing what I/he/she will do to protect the environment. Discussing how we have protected the environment in the past. <p>Previously taught/learnt vocabulary from the beginning of years 7, 8, 9 and 10 to be revisited and course content to be interleaved and retrieved per whole school policy.</p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>
					TRIAL EXAMS

Modern Foreign Languages Department Programme of Study, Years 7-11

<p>Phase 3</p> <p>Topic: Sports and Leisure-time pursuits.</p> <p>Focus: Talking about my hobbies and what I and others like to do in our spare time.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Talking about my hobbies and expressing what I and others like and dislike to do in our spare time and why. Expressing my/his/her favourite hobby and why. Stating what I/he/she prefer(s) to do our spare time. Stating what I do/he/she does at the weekend/in my/his/her spare time and how frequently I do/he/she does it. Saying what I/he/she used to do when I/he/she was younger. Saying what I did at the weekend. Saying what I/others will do at the weekend/in our spare time. Talking about the weather and our hobbies. <p><u>Previously taught/learnt vocabulary to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: My town and my local area.</p> <p>Focus: Talking about my town and what one can do there.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying what you used to be able to do in my town. Discussing the advantages and disadvantages of living in my town. Stating whether I like living in my town and why. Stating where I would live, if I had the choice and why. Saying what I/he/she did in my town. Saying what I/he/she will do in my town. <p><u>Previously taught/learnt vocabulary from the beginning of year 7 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Holidays and travel: Future opportunities.</p> <p>Focus: Describing where I am going/he/she is going to go on holiday. Describing an ideal holiday.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Saying where I will go on holiday in the future and with whom. Describing the activities that I will do whilst on holiday. Talking about a dream holiday that I would like to go on if I had the choice. Expressing and justifying an opinion in the future tenses. <p><u>Previously taught/learnt vocabulary from the beginning of year 7 and year 8 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: School: Jobs, work experience and future opportunities</p> <p>Focus: Describing my ideal school and my future plans.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Describing my ideal school and stating why it's an ideal school. Talking about jobs that I would like to do. Talking about the jobs of others. Expressing and justifying my opinion. Describing my plans post-16 and post-18. <p><u>Previously taught/learnt vocabulary from the beginning of years 7, 8 and 9 to be revisited and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Social issues: Equality.</p> <p>Focus: Discussing the repercussions of social inequality.</p> <p>Key vocabulary and structures:</p> <ul style="list-style-type: none"> Discussing poverty and homelessness in our town and local area. Describing what one could do to help the less fortunate. Discussing volunteering and charity work. Describing how we have helped the less fortunate in the past tense. Discussing how we will help the less fortunate in the future. <p><u>Previously taught/learnt vocabulary from the beginning of years 7, 8, 9 and 10 to be revisited and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will be reinforced and consolidated at this point in the course. The grammar chosen for explanation is to suit the needs of the students.</p>
<p>Phase 4</p> <p>Topic: Hobbies and Leisure-time pursuits: Music, TV, and film</p> <p>Focus: Talking about music, tv and film in both the TL countries and England and being able to express my opinion on different genres of music.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Describing different types of musical genres. Saying which genres of music, I and others like and dislike and why. Describing different types of film genres and TV programmes. Saying which TV programmes and films, I and others like and dislike to watch and why. Describing what I/he/she used to listen to and watch when I/he/she was younger. Comparing music and media from the TL country to media in England. <p><u>Previously taught/learnt vocabulary to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: My town: Tourist attractions and shopping</p> <p>Focus: Talking about where I can go shopping in my local area.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Revisiting places in town and shops. Saying what you can buy where. Saying where tourist can go in my/our local area. Buying items in a shop. Knowing prices and quantities. Transactional role play practice in shops/restaurants/cinema/train stations. <p><u>Previously taught/learnt vocabulary from the beginning of year 7 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. Role practice in a shop setting. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Holidays and travel: Tourist attractions and shopping.</p> <p>Focus: Talking about tourist sites whilst on holiday and where I can go shopping on holiday.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Revisiting shops. Saying which tourist attractions there are on holiday. Buying items in a shop. Knowing prices and quantities. Transactional role play practice in shops/restaurants/cinema/train stations. <p><u>Previously taught/learnt vocabulary from the beginning of year 7 and year 8 to be revisited in this unit of work and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. Role practice in a shop setting. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p>Topic: Healthy living: Food and drink and physical and mental well-being.</p> <p>Focus: Talking about my lifestyle and how I keep fit and healthy both mentally and physically.</p> <p>Key structures and vocabulary:</p> <ul style="list-style-type: none"> Revisiting food and drink. Revisiting sport and exercise. Describing what I eat and drink/he/she eats and drinks. Describing the activities that I do/he/she does to stay mentally well. Talking about my/his/her dietary and exercise habits in the past. Describing what I/he/she will do to maintain a healthy lifestyle and to keep mentally and physically fit. <p><u>Previously taught/learnt vocabulary from the beginning of years 7, 8 and 9 to be revisited and course content to be interleaved and retrieved per whole school policy.</u></p> <p>Skills: Focus on the receptive skills (Listening and Reading) in the first instance:</p> <ul style="list-style-type: none"> Understanding spoken and written texts in the target language. Understanding (a minimum of) 3 tenses. Understanding opinions and justifications. <p>Productive skills (Speaking and Writing) to be slowly introduced:</p> <ul style="list-style-type: none"> Writing a text in the TL incorporating (a minimum of) 3 tenses and expressing simple opinions. Being able to take part in a conversation in the TL. <p>Grammar: Will vary in French, German and Spanish. Focus will be placed on complexity, therefore the grammar used will be complex to allow for access to the higher grades, but for communicative purposes. Explanation of grammar points will occur later, at more appropriate points, and when it's relevant for the students.</p>	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">STUDY LEAVE</p>
<p>END OF YEAR EXAM</p>	<p>END OF YEAR EXAM</p>	<p>END OF YEAR EXAM</p>	<p>END OF YEAR EXAM</p>	

(*) = Years 8, 9, 10 and 11 students in academic year 23-24 will be following a slightly altered Programme of Study and these students will follow the topics on the following PoS:

Modern Foreign Languages Department Programme of Study, Years 7-11

	Year 7	Year 8	Year 9	Year 10	Year 11
Phase 1	As detailed in the above Programme of Study.	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'Mi ciudad' (V3M5), areas of study focus on what is in my city, telling the time, ordering food, plans for the weekend, opinion on my city. Grammar will focus on using 'some' and 'many', irregular verb 'ir' for all subject pronouns (present tense), stem changing verb 'querer' + noun, reinforce the near future tense for all subject pronouns. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Ma famille</p> <p>Course content: Talking about myself and others including family members and description of others. Previous topic interleaved into this unit of work.</p> <p>Grammar focus: Adjectival agreement including possessive adjectives and gender. The comparative and superlative.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of '¿Qué hacemos?' (V2M4) areas of study focus on invitations and excuses, daily routine, clothing. Talking about sports events. Grammar will focus on opinions in conditional tense (me/te gustaría, me/te encantaría, preferiría/s, me interesaría, me molestaría), stem changing verbs 'querer' and 'poder' + inf. Reflexive verbs, practice of N. Future tense, reinforce and mix with conditional and 'quisiera'. Revisit all three main tenses with 'llevar / jugar / hacer' All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Là où j'habite : Ma ville</p> <p>Course content: Talking about myself and others including countries, saying where we come from, where I live and where I used to live, my house, my ideal house. household chores, what I do at home and daily routine.</p> <p>Grammar focus: the imperfect tense, the conditional tense, 'si' and 'quand' clauses. Revision of adjectival agreement and gender. Revision of the comparative and the superlative.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topic of 'Technology in everyday life' (U2), areas of study focus as follows: H&F: Opinions on online messaging and mobile technology. H: The good and bad of social media, mobile technology use and overuse. F: How you keep in touch via internet, frequent use of the mobile phone. Grammar will focus on introduce the perfect tense, verbs with prepositions, introduce the present continuous, some uses of 'por' & 'para', practise comparing 'más/menos que'. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. 	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topics of 'Social issues: charity & healthy living' and 'Global issues: environment & poverty' (U6&7), areas of study focus as follows: • U.6 - H&F: Charities and voluntary work, healthy and unhealthy lifestyles. H: The importance of volunteering, opinions on healthy living (smoking, drugs, alcohol). F: Different ways of volunteering, talking about healthy eating. • U.7 - H&F: Protecting the environment, homelessness. H: Discussing environmental problems, the importance of helping the homeless and the needy. F: Recycling, reusing. Talking about poverty. Grammar will focus on verbs followed by infinitive. Me gustaría + other opinion phrases in conditional tense, expanding on the conditional tense, using expressions with tener (the non-literal translation ones), using negative words. Learning about the present subjunctive + some of the premade phrases from the booklet. Using 'me preocupa' and similar expressions, using 'if' sentences, using 'algo/alguien', reflexive constructions with 'se' +infinitive. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing.
Phase 2	As detailed in the above Programme of Study.	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'Mis vacaciones' (V2M1), areas of study focus on talking about past holidays, saying what you did and when, giving opinions on past holidays. Grammar will focus on irregular verb 'ir' in preterite tense, AR verbs in past tense, ER/IR verbs in preterite, irregular verb 'ser' in preterite, introduce simple opinions in past tense (me gustó, me encantó, me divertí, me aburrí) All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. In the topic of 'Todo sobre mi vida' (V2M2), areas of study focus on talking about mobile phone, music, TV programs, yesterday's activities. Comparing as a way to justify an opinion. Grammar will focus on revision of present tense for AR/ER/IR verbs. Using three tenses. Articles in opinions, using comparatives, using the verb 'hacer' in past tense All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Ma famille</p> <p>Course content: Talking about myself and others including family members and description of others. Describing myself and others in past. Previous topic interleaved into this unit of work.</p> <p>Grammar focus: Adjectival agreement including possessive adjectives and gender. The comparative and superlative. The imperfect tense.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'Operación Verano' (V2M5) areas of study focus on talking of types of houses, what can be done in your town, directions, summer camps. Introduction of the Conditional tense. Grammar will focus on comparatives (más/menos que), add mejor/peor que, se puede(n) + inf. Superlatives (el más grande, las más hermosas), estar (location), imperatives for 'tú' form, revisión of 3 main tenses + me gustaría/quisiera, All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. In the GCSE topic of 'Me, my family and friends' (U1), areas of study focus as follows: H&F: Talking about friends, plans for the future. H: Describing family relationships, relationships nowadays. F: Talking about family members/ describing people, talking about a partner Grammar will focus on using 'tener & ser' in present tense, possessive adjectives, near future, noun+adj position & agreement, Ser Vs Estar, nationality adjectives. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Là où j'habite : Ma ville</p> <p>Course content: Talking about myself and others including places in town, directions, where I can go in my town and what I can do there. Advantages and disadvantages of where I live. Where I would like to live and my ideal town. What I have done and what I am going to do in my town. Previous topic interleaved into this topic of work.</p> <p>Grammar focus: The conditional tense, the perfect tense, the future tenses. The comparative and the superlative. Adjectival agreement. 'Si' and 'Quand' clauses.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topic of 'Free time activities' (U3), areas of study focus as follows: H&F: Talking about what you do in your free time, eating out, sports you will do. H: Plans for the weekend (free time), special occasions meals, sports in the world. F: Talking about what you like/dislike doing, buying food and drink, talking about sports. Grammar will focus on revisiting the present tense, using two verbs together, using 'para mí/ti/él', revisiting the near future, introduce the simple future, irregular verbs in future, gustar/encantar, revisiting stem changing verb 'querer', revisit hacer/jugar. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. 	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topics of 'Travel & Tourism' (U8), areas of study focus as follows: H&F: Talking about holiday accommodation. Understanding tourist leaflets and websites. H: Talking about holiday activities in different tenses, describing Spanish regions. F: Talking about travelling to different holiday destinations. Grammar will focus on revisiting and expanding on the weather, using the points of the compass. Expressions of sequence, revisiting the preterite, imperfect and conditional tenses. Using 'estar' + past participle, the passive voice and expressions with 'se'. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing.
					TRIAL EXAMS

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Phase 3	<p><u>As detailed in the above Programme of Study.</u></p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'A comer!' (V2M3), areas of study focus on opinions on meals, ordering food in a restaurant, polite commands. What you are going to bring (food) to the party. Grammar will focus on wider range of opinions, verbs for different meals, using negatives, using usted/ustedes (polite commands), using quisiera/me gustaría/voy a tomar, practise of N.Future, Present and Preterite tenses. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. In the topic of 'Mi ciudad' (V2M5), areas of study focus on what is in my city, telling the time, ordering food, plans for the weekend, opinion on my city. Grammar will focus on using 'some' and 'many', irregular verb 'ir' for all subject pronouns (present tense), stem changing verb 'querer' + noun, reinforce the near future tense for all subject pronouns. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Les sports et mes passe-temps</p> <p><u>Course content:</u> Talking about my spare time activities including hobbies and sports and weather. Previous topics interleaved into this unit of work.</p> <p><u>Grammar focus:</u> The present tense and imperfect tenses. Aller and Faire for all 6 persons in the present tense.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topic of 'Me, my family and friends' (U1), areas of study focus as follows: H&F: Talking about friends and future plans (marriage). H: Describing family relationships, talking about relationships nowadays. F: Talking about family members and describing people, talking about a partner. Grammar will focus on the revision of using 'tener' and 'ser'; in the present tense, learning about agreement and position of adjectives, using possessive adjectives, using the immediate future, using irregular adjectives and adjectives of nationality. Present tense of irregular verbs, writing reflexive verbs, understanding direct and indirect object pronouns, the uses of 'que' to extend sentences. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. In the topic of '¿Qué hacemos?' (V2M4) areas of study focus on invitations and excuses, daily routine, clothing. Talking about sports events. Grammar will focus on opinions in conditional tense (me/te gustaría, me/te encantaría, preferiría/s, me interesaría, me molestaría), stem changing verbs 'querer' and 'poder' + inf. Reflexive verbs, practice of N. Future tense, reinforce and mix with conditional and 'quisiera'. Revisit all three main tenses with 'llevar / jugar / hacer' All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic: Mes vacances</p> <p><u>Course content:</u> Talking about myself and others including weather, countries, where I go on holiday and with whom, what I like to do on holiday. Previous topics interleaved into this topic of work.</p> <p><u>Grammar focus:</u> Revision of the present tense; both regular and irregular. Revision of 'si' and 'quand' clauses.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topic of 'Technology in everyday life' (U2), areas of study focus as follows: H&F: Opinions on online messaging and mobile technology. H: The good and bad of social media, mobile technology use and overuse. F: How you keep in touch via internet, frequent use of the mobile phone. Grammar will focus on introduce the perfect tense, verbs with prepositions, introduce the present continuous, some uses of 'por & para', practise comparing 'más/menos que'. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p style="text-align: center;">END OF YEAR EXAM</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topics of 'My studies / Life at school and college' and 'Education Post 16 / Jobs, career choices and ambitions' (U9-12), areas of study focus as follows: • U.9 & 10 - H&F: How to be a good student. Talking about school rules and uniform. H: Talking about your school. The good and the bad aspects of school. F: Giving opinions on different subjects. Talking about school and daily routine. • U.11 & 12 - H&F: Choices at 18: work or university, looking for and applying for jobs. H: Talking about the benefits of higher education. Talking about the ideal job. F: Options 1 & 6. Talking about different jobs. Grammar will focus on revisiting 'si' clauses, using 'lo que' and 'lo' + adjective. Practising using 'quisiera' + infinitive. Using a variety of tenses in present, past and future. Learning the present subjunctive with expressions time and hypothetical situations. All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing.
Phase 4	<p><u>As detailed in the above Programme of Study.</u></p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'Mis vacaciones' (V2M1), areas of study focus on talking about past holidays, saying what you did and when, giving opinions on past holidays. Grammar will focus on irregular verb 'ir' in preterite tense, AR verbs in past tense, ER/IR verbs in preterite, irregular verb 'ser' in preterite, introduce simple opinions in past tense (me gustó, me encantó, me divertí, me aburrí) All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic : Les sports et mes passe-temps.</p> <p><u>Course content:</u> Talking about my spare time activities including hobbies and sports and weather. Previous topics interleaved into this unit of work</p> <p><u>Grammar focus:</u> The near future tense. The simple future tense. Complex structures.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the topic of 'Operación Verano' (V2M5) areas of study focus on talking of types of houses, what can be done in your town, directions, summer camps. Introduction of the Conditional tense. Grammar will focus on comparatives (más/menos que), add mejor/peor que, se puede(n) + inf. Superlatives (el más grande, las más hermosas), estar (location), imperative for 'tú' form, revisión of 3 main tenses + me gustaría/quisiera, All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing. <p>French:</p> <p>Topic: Mes vacances</p> <p><u>Course content:</u> Talking about myself and others including weather, countries, where I go on holiday and with whom, what I like to do on holiday. Talking about a holiday in the past and future tenses. Describing an ideal/disastrous holiday. Previous topics interleaved into this topic of work.</p>	<p>Spanish:</p> <ul style="list-style-type: none"> In the GCSE topics of 'Home, town, neighbourhood and region' (U5), and 'Social issues: charity and healthy living' (U6), areas of study focus as follows: • U.5 - H&F: Learning to say what your house is like and to talk about amenities in your area. H: Advantages and disadvantages of living in the town and in the countryside. F: Describing your house, talking about what you can do where you live. • U.6 - H&F: Charities and voluntary work, healthy and unhealthy lifestyles. H: The importance of volunteering, opinions on healthy living (smoking, drugs, alcohol). F: Different ways of volunteering, talking about healthy eating. Grammar will focus on learning to use hay/ser/estar. Using prepositions. Puedo Vs Se puede. Using demonstrative adjectives and pronouns. Formulating more complex questions. Using possessive pronouns. Verbs followed by infinitive. Me gustaría + other opinion phrases in conditional tense, expanding on the conditional tense, using expressions with tener (the non-literal translation ones), using negative words. Learning about the present subjunctive + some of the premade phrases from the booklet. 	<p style="text-align: center;">STUDY LEAVE</p>

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			Grammar focus: The perfect and imperfect tenses. The future tenses.	<ul style="list-style-type: none">All skills will be consistently practised in order to keep them alive and allow good development: Grammar, listening, reading, translation, speaking, writing.	
	END OF YEAR EXAM	END OF YEAR EXAM	END OF YEAR EXAM		