

Curriculum Coverage in the Department of French

	Year 7	Year 8	Year 9	Year 10	Year 11
Spring Term 1	<p>Topic: School</p> <p>Overview: Students acquire vocabulary about school (subjects, school equipment, timetable, rules and facilities). Students will be able to give and justify their opinions about what they like/dislike. Students will be able to revisit numbers from the Autumn term to learn how to tell the time. They will also learn how to talk about activities they do at break time and after school using a variety of key verbs. This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences using opinions.</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: My identity</p> <p>Overview: This unit builds upon content seen in Y7 relating to personality and adjectival agreement. Students will learn to talk about clothes using the simple future tense. Students will also build on their working knowledge of the perfect tense to talk about last weekend (introduced in the first term).</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: My future</p> <p>Overview: Students will revise the future tense and focus on their own futures. They will learn the value of learning a foreign language using the “on peut” structure to describe what you “can” do with languages. Students will talk about jobs and learn new question words.</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: School life</p> <p>Overview: In this unit of work students revisit the topic of school introduced at KS3 and extend their learning with the introduction of complex structures such as the comparative form and a new tense: the imperfect</p> <p>Assessment: speaking and listening GCSE style tasks.</p>	<p>Topic: Our world</p> <p>Overview: Students will continue to examine the topic of the environment and global and social issues. They will study looking after the environment at home, serious global problems, how we can try to address them. This will be followed by structured revision for their GCSE exam.</p> <p>Assessment: February mock exams in all 4 skills.</p>
Spring term 2	<p>Topic: My hobbies</p> <p>Overview: This unit focuses on how young people use technology and the different activities they do during their free time. Students will have the opportunity to develop their use of –ER verbs by learning to conjugate (jouer and faire) to share their opinions previously seen during Spring 1.</p>	<p>Topic: At home</p> <p>Overview: This topic focuses on students describing their home and talk about where they would like to live in the future. Students will revisit “je voudrais” structure. New vocabulary will enable students to describe their house and talk about mealtimes.</p> <p>More practice on the simple future will allow students to talk about a forthcoming event.</p>	<p>Topic: Holidays</p> <p>Overview: In this topic students learn how to describe their holidays. This is great opportunity for students to revise all 3 tenses. Describing an ideal holiday and a holiday disaster will support the revision of the conditional and past tenses.</p> <p>Assessment: Listening and reading short comprehension tasks.</p>	<p>Topic: Healthy Living</p> <p>Overview: In this module students revisit the topic of health introduced at KS3. They extend their learning with the introduction of complex structures and vocabulary such as the imperative form and the use of several modal verbs.</p> <p>Assessment: reading and writing GCSE style tasks on the last 2 topics.</p>	<p>Topic: Structured revision for final GCSE exams.</p> <p>Overview: preparation for the speaking exam will take place to enable students to prepare their chosen theme as well as the photo card and the role play tasks. Revision for the written papers (according to the tier – F or H) and translation questions.</p> <p>Assessment: GCSE Speaking exam.</p>

	<p>Assessment: Listening and reading short comprehension tasks.</p> <p>Extended writing task – students write from memory on the topic of hobbies, while retrieving key structures and vocabulary from previous topics).</p>	<p>Assessment: Listening and reading short comprehension tasks.</p> <p>Extended writing task – students write from memory on the topic of school, while retrieving key structures and vocabulary from previous topics).</p>	<p>Extended writing task – students write from memory on the topic of school, while retrieving key structures and vocabulary from previous topics).</p>		
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Curriculum Coverage in the Department of Spanish

	Year 7	Year 8	Year 9	Year 10	Year 11
Spring Term 1	<p>Topic: My school</p> <p>Overview: Students acquire vocabulary about school (subjects, school equipment, timetable, rules and facilities). Students will be able to give and justify their opinions about what they like/dislike. Students will be able to revisit numbers from the Autumn term to learn how to tell the time. They will also learn how to talk about activities they do at break time and after school using a variety of key verbs. This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences using opinions.</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: Food and drinks</p> <p>Overview: students will come across vocabulary related to food and drink. They will learn key structures to be able to order in a restaurant. In terms of grammar, they will be introduced to the future tense.</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: Healthy habits</p> <p>Overview: Students will learn to talk about people’s diet and how to live a healthy and active lifestyle. They will learn how to use a variety of negative structures and reflexive verbs to describe their daily routine. Students will also learn how to discuss ailments and illness.</p> <p>Assessment: speaking skills – reading out loud task.</p>	<p>Topic: My world</p> <p>Overview: In this unit of work students revisit the topic of social media, friendship and relationship introduced at KS3. They extend their learning with the introduction of complex structures such as reflexive verbs and the use of modal verbs + infinitive form.</p> <p>Assessment: speaking and listening GCSE style tasks on the current topic.</p> <p>Assessment: speaking and listening GCSE style tasks</p>	<p>Topic: Global issues</p> <p>Overview: Students revisit the topic of the environment, lifestyle and global and social issues. They will study key structures for them to explain how people can look after the environment at home, volunteering, serious global problems, and how to lead a healthy lifestyle. This topic is a great opportunity for students to review how to both recognise and manipulate key verbs in different tenses.</p> <p>Preparation for the speaking exam will take place to enable students to prepare for their chosen theme as well as the photo card question and the role play.</p> <p>Assessment: February mock exams</p>
Spring term 2	<p>Topic: Mi familia y mis amigos</p> <p>Overview: In this unit, students learn new vocabulary and structures to describe family members. Being able to conjugate the verbs SER and TENER will be a particular focus. In this unit students gain depth of understanding by comparing the use of SER with ESTAR when describing their house.</p>	<p>Topic: Going out</p> <p>Overview: Students will learn how to arrange to meet friends and how to give excuses not to go out. They will learn to use modal and reflexive verbs to talk about what they want to do and about getting ready to go out. They will also learn the structure ME GUSTARIA + infinitive to talk about what they WOULD like.</p>	<p>Topic: Youth culture</p> <p>Overview: This module introduces ideas around the rights of children in the world using the verb “poder”. Students will compare journeys to school with those of children around the world, using the comparative form. Students will also start to think about the environment and using the “we” form of various verbs.</p>	<p>Topic: My lifestyle</p> <p>Overview: In this module students revisit the topic of health introduced at KS3. They extend their learning with the introduction of complex structures and vocabulary such as the imperative form and the use of reflexive verbs in the preterite tense. This module also gives students the opportunity</p>	<p>Topic:</p> <p>Overview: Structured preparation for the speaking exam will take place to enable students to prepare for their chosen theme as well as the photo card question and the role play.</p> <p>Revision and practise for the written papers (according to the</p>

	<p>Assessment: Listening and reading short comprehension tasks.</p> <p>Extended writing task – students write from memory on the topic family and friends while retrieving key vocabulary from previous units).</p>	<p>This unit will be a good opportunity for students to revisit the preterite tense introduced in the Autumn term.</p> <p>Assessment: Listening and reading short comprehension tasks.</p> <p>Extended writing task – students write from memory on the topic of going out, while retrieving key vocabulary from previous units).</p>	<p>Assessment: Listening and reading short comprehension tasks.</p> <p>Extended writing task – students write from memory on the topic of youth culture while retrieving key vocabulary from previous units).</p>	<p>to revise several tenses including the imperfect tense.</p> <p>Assessment: reading and writing GCSE style tasks on the last 2 topics.</p>	<p>tier – F or H) and translation questions.</p> <p>Assessment: GCSE speaking exam.</p>
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