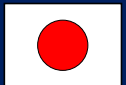




**Curriculum  
Handbook**



# Modern Foreign Languages Curriculum Handbook



**Intent**



# Modern Foreign Languages

## Intent

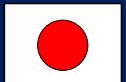


# Intent

# Modern Foreign Languages Intent

The Modern Foreign Languages Faculty at County Upper School believe that all students have the ability to learn a Modern Foreign Language and ought to have the opportunity to do so. As teachers we look to give our students the building blocks necessary to give them increased ability to manipulate the language they are studying to fulfil their own needs, whilst also encouraging their curiosity to learn more about the language and countries or regions where it is spoken.

We aim to build upon students' previous learning, both in terms of revisiting and revising what has already been studied but also in order to extend and deepen their knowledge of the language and the cultures of those countries. Our curriculum is planned to enable and inspire further study of a Modern Foreign Language at GCSE, A Level and beyond.





# Intent



# Modern Foreign Languages Intent

The aims of the Modern Languages Faculty are as follows:

- to develop the ability to use foreign languages effectively for practical communication;
- to form a sound basis of the skills, language and attitudes required for further study, work and leisure;
- to offer insights into the culture and civilisation of the countries where a given language is spoken;
- to develop an awareness of the nature of language and language learning;
- to provide enjoyment and intellectual stimulation;
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic attitude towards other cultures and civilisations;
- to promote learning skills of general application, such as literacy and oracy skills;
- to develop students' understanding of themselves, their own culture and British values;
- to give students of all abilities and ages the opportunity to work with native speakers.



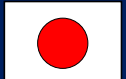
# Intent

# Modern Foreign Languages Intent

## The National Curriculum:

### *Purpose of study:*

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”





# Intent

# Modern Foreign Languages Intent

## The National Curriculum:

### *Grammar and vocabulary:*

#### *Pupils should be taught to:*

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied;
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate;
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues;
- use accurate grammar, spelling and punctuation.





Intent

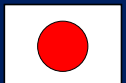
# Modern Foreign Languages Intent

## The National Curriculum:

### *Phonics:*

*Pupils should be taught to:*

- identify and sound out words accurately;
- decode new and familiar language;
- understand phonemes – the function of different sounds and why they matter – linking not only to vocabulary but also to grammar;
- reinforce the sound-writing relationship, improving students' ability to spell words, unlocking the meaning of them;
- facilitate recognition of cognates;
- improve their reading skills and proficiency in prosodic reading.





# Intent

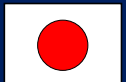
# Modern Foreign Languages Intent

## The National Curriculum:

### *Linguistic competence:*

#### *Pupils should be taught to:*

- listen to a variety of forms of spoken language to obtain information and respond appropriately;
- transcribe words and short sentences that they hear with increasing accuracy;
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address;
- express and develop ideas clearly and with increasing accuracy, both orally and in writing;
- speak coherently and confidently, with increasingly accurate pronunciation and intonation;





# Intent

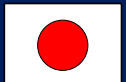
# Modern Foreign Languages Intent

## The National Curriculum:

### *Linguistic competence:*

#### *Pupils should be taught to:*

- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material;
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture;
- Write prose using and increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.



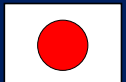


# Intent

# Modern Foreign Languages Intent

## *Why study Modern Foreign Languages?*

- It teaches students a whole range of skills. Through the study of a language, students are encouraged to think more critically about their own language. **The learning of a language offers the opportunity to develop a whole range of transferable skills**, such as using language to explain, persuade and argue, preparing presentations and putting ideas across clearly.
- **It broadens horizons** as students learn to respect, appreciate and understand other cultures. The ability to operate cross-culturally is becoming just as valued as languages skills.
- **It is a multilingual world.** Contrary to popular belief, **75% of the world's population does not speak English.** 60% of British trade is with non-English speaking countries.
- **Languages teach adaptability and communication skills.** Learning languages can help students to see things from a range of perspectives - making them more adaptable, creative, and insightful.
- **Learning another language is a concrete and demonstrable skill** – like being able to drive a car.





# Intent

# French - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 1

**Context:** Me, my family and friends

**Timescale:** 10 weeks

### **Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

### **Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- **avoir** and **être** to talk about the past
- patterns learnt **re:** adjectival agreements
- the basic opinions **j'aime/je n'aime pas** etc
- question words learnt in this module throughout the Scheme of Work.
- **ne ... pas**
- the comparative

**AQA References:** Theme 1, Topic 1a

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal written assessment based on exposé

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 2

**Context:** Free time: Past, present and future

**Timescale:** 9 weeks

### **Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- quantifiers
- basic opinions
- persons of the verb
- **avoir** and **être**
- the interrogative

### **Future learning:**

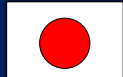
In future modules, pupils will transfer and adapt knowledge of:

- Present, Past and Immediate Future Tenses. They will study the Perfect Tense and the Immediate Future in more detail in Module 8 leading on to study of the Future Tense
- opinions learnt in this module throughout the Scheme of Work
- link words and 'fillers' taught in this module throughout the Scheme of Work.
- **au / à la / à l' / aux**
- **du / de la / de l' / des**

**AQA References:** Theme 1, Topics 3a & d

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive





# Intent

# French - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 3

**Context:** Arranging an activity / Media

**Timescale:** 7 weeks

**Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- the use of *je voudrais / je peux / avez-vous*
- *il y a / c'est*
- *qu'est-ce que*
- basic opinions
- the infinitives and vocabulary learnt in Module 2
- the interrogative
- temporal expressions
- prepositions
- the perfect tense
- days of the week

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- the essential structures + inf learnt in this Module
- *y*
- *finir / commencer*
- time

**AQA References:** Theme 1, Topics 3a,b&d

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 4

**Context:** Shopping

**Timescale:** 3 weeks

**Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- food and drink vocabulary
- essential structures
- *du / de la / del' / des*
- the interrogative
- transactional vocabulary and structures

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- *du / de la / de l' / des*
- *en* as a pronoun

**AQA References:** Theme 1, Topic 3c

**Assessment:** YEAR 9 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive





# Intent

# French - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 5

**Context:** Food and drink - Eating out

**Timescale:** 3 weeks

**Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- food and drink vocabulary
- essential structures
- likes and dislikes with explanations why
- the interrogative
- vocabulary and structures for making a reservation incl. time

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- *encore du / de la / de l' / des*
- *en* as a pronoun
- *boire*
- *qu'est-ce que c'est ?*

**AQA References:** Theme 1, Topic 3c

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 6

**Context:** My house and where I live

**Timescale:** 4 weeks

**Prior learning:**

Pupils will be familiar with the basics of grammar and vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- the present tense of -er verbs e.g. habiter, partager
- opinions
- adjectives and quantifiers
- the comparative
- *il y a / c'est*
- prepositions learnt in Module 3
- structuring an extended written piece

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- vocabulary items associated with the location of the house
- new prepositions learnt in this module
- the position of adjectives

**AQA References:** Theme 2, Topic 1

**Assessment:** Exposé on the topic

**Vocabulary:** See Word file on the T Drive





# Intent

# French - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 7

**Context:** Getting about and public transport

**Timescale:** 6 weeks

**Prior learning:**

Pupils will be familiar with a good deal of the vocabulary covered in this module from the middle phase. The main aim of this module is to revise and extend this language in preparation for GCSE.

Pupils need to transfer and adapt their knowledge of the following in this Module:

- **il y a / c'est**
- prepositions
- **où est / où sont ... ?**
- the imperative
- time and future temporal expressions
- ordinal numbers
- **ne ... pas**
- interrogative
- making a reservation

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- asking the way and giving directions
- ordinal numbers
- imperative
- forms of transport

**AQA References:** Theme 2, Topic 1 and Topic 4

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 8

**Context:** Travel and tourism including accommodation

**Timescale:** 8 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- the perfect tense
- countries
- dates / times
- **c'était / il y avait**
- adjectives
- the immediate future (**aller** + inf)
- fillers, link words, opinions
- **y**
- the comparative
- possessive adjectives

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- comparative expressions e.g. **plus de / moins de**
- future tenses
- **après avoir/être**
- **en** + present participle

**AQA References:** Theme 2, Topic 4

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive





# Intent

# French - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 9

**Context:** My studies / The school day

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- location vocabulary (e.g. dans un bois, etc)
- ordinal numbers
- transport vocabulary
- food and drink vocabulary
- leisure and free time vocabulary
- past and present tenses
- comparative vocabulary and structures
- **à quelle heure**
- **commencer / finir**
- adjectives
- **il y a / c'est**
- fillers, link words, opinions
- **depuis**
- modal verbs + inf
- time

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- the imperfect
- the perfect

**AQA References:** Theme 3, Topic 1

**Assessment:** Formal speaking assessment

**Vocabulary:** See Word file on the T Drive



Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 10

**Context:** Life at school / college

**Timescale:** 5 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- learning from Module 9
- essential structures + inf
- past, present and immediate future tenses
- adjectives
- fillers, link words, opinions
- comparative
- modal verbs
- conditional

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- structures expressing obligation
- **si** + imperfect + conditional

**AQA References:** Theme 3, Topic 2

**Assessment:** YEAR 10 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive



Intent

# French - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 11

**Context:** Education post-16 and career choices

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- learning from Modules 9 & 10
- likes & dislikes
- opinions
- present tense
- **futur proche** & related structures
- conditional

**Future learning:**

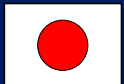
In future modules, pupils will transfer and adapt knowledge of:

- **ce que** & **ce qui**
- the use of **que** & **qui**
- the passive voice in the present tense

**AQA References:** Theme 3, Topic 3 and Topic 4

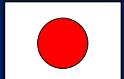
**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive





# Intent



# French - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 12

**Context:** Daily routine

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- present tense
- perfect tense
- conditional tense
- fillers, link words, temporal expressions
- free time activities, past and present
- future tense
- modal verbs + inf
- en + present participle
- time
- structuring an extended written piece

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- the imperfect
- the perfect
- reflexive verbs
- **ne ... plus**

**AQA References:** Theme 3, Topic 1

**Assessment:** End of Module Vocab and Structures test  
Working towards Year 11 Mock GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 13

**Context:** Home town and environment

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- essential structures
- cardinal points
- **habiter**
- fillers, link words, temporal expressions, opinions
- comparative expressions, vocabulary and structures
- adjectives
- higher numbers
- weather, seasons
- places in a town vocabulary
- imperative
- past, present and future tenses
- **ne ... pas**

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- the superlative
- negatives

**AQA References:** Theme 2, Topic 1 and Topic 3a

**Assessment:** YEAR 11 MOCK GCSE EXAMINATIONS

**Vocabulary:** See Word file on the T Drive



# Intent

# French - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 14

**Context:** Healthy / unhealthy living

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- food and drink vocabulary
- likes and dislikes with explanations why
- **du / de la / de l' / des**
- comparative expressions and structures
- essential structures
- **avoir, être and faire**
- reflexive verbs in the past
- opinions
- expressions of obligation
- negation
- imperfect tense
- conditional tense
- structures implying future plans

**Future learning:**

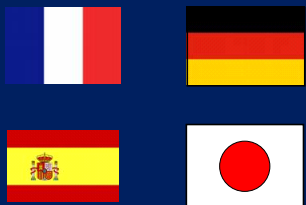
In future modules, pupils will transfer and adapt knowledge of:

- **il vaut mieux** + inf
- **en** + present participle
- **si** + imperfect + conditional

**AQA References:** Theme 2, Topic 2b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive



Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 15

**Context:** Technology in everyday life

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- likes and dislikes with explanations why
- adjectives
- present tense conjugation, especially '-er verbs'
- modal verbs learnt in Module 3
- the comparative
- temporal expressions
- the past tenses

**Future learning:**

It is hoped that this Scheme of Work has equipped students with a firm understanding of vocabulary, grammatical structure and skills for communication for practical purposes as well as providing a solid base for those who wish to further their study of the language.

**AQA References:** Theme 1, Topic 2

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive



# Intent

# French - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 14

**Context:** Healthy / unhealthy living

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- food and drink vocabulary
- likes and dislikes with explanations why
- **du / de la / de l' / des**
- comparative expressions and structures
- essential structures
- **avoir, être and faire**
- reflexive verbs in the past
- opinions
- expressions of obligation
- negation
- imperfect tense
- conditional tense
- structures implying future plans

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- **il vaut mieux** + inf
- **en** + present participle
- **si** + imperfect + conditional

**AQA References:** Theme 2, Topic 2b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 15

**Context:** Technology in everyday life

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- likes and dislikes with explanations why
- adjectives
- present tense conjugation, especially '-er verbs'
- modal verbs learnt in Module 3
- the comparative
- temporal expressions
- the past tenses

**Future learning:**

It is hoped that this Scheme of Work has equipped students with a firm understanding of vocabulary, grammatical structure and skills for communication for practical purposes as well as providing a solid base for those who wish to further their study of the language.

**AQA References:** Theme 1, Topic 2

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive





# Intent



# French - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 16

**Context:** Marriage / partnership

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- vocabulary and structures learnt as part of Module 1 referring to relationships
- adjectives referring to physical appearance and characteristics
- opinions and justifications
- the future and immediate future tenses
- reflexive verbs
- position of adjectives
- **avoir** and **être**
- the conditional
- **dont**

**AQA References:** Theme 1, Topic 1b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 17

**Context:** Charity / volunteer work

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- **vouloir**
- the conditional forms of **vouloir** and **aimer**
- **vouloir que** + subjunctive

**AQA References:** Theme 2, Topic 2a

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive



# Intent

# French - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 18

**Context:** Homelessness / poverty

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- imperative in the **vous** learnt in Year 9
- quantities with **de**
- **pouvoir** and other structures that express possibility
- **il faut**

**AQA References:** Theme 2, Topic 3b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work FRENCH - MODULE 19

**Context:** Customs and festivals

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- the perfect tense
- reflexive verbs in the present tense
- the imperfect tense
- the future tense(s)

**AQA References:** Theme 1, Topic 4

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive





# Intent

# German - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 1

**Context:** Me, my family and friends

**Timescale:** 13 weeks

**Prior learning:**

This is the first module in a course for beginners but will also build upon the German learnt in Year 8 at our middle phase schools.

**Future learning:**

Pupils will reuse the basic structures and grammar principles taught in this Module throughout the rest of the Scheme of Work. They will be taught to transfer and consolidate grammatical knowledge learnt in this module in other contexts

**AQA References:** Theme 1, Topic 1a

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal written assessment based on exposé

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 2

**Context:** Free time

**Timescale:** 10 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the infinitive
- the persons of the verb
- the idea of different verb endings to match the person
- the use of quantifiers
- **das ist ...**
- the accusative

**Future learning:**

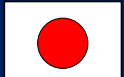
In future modules, pupils will adapt and transfer knowledge of:

- the present tense
- use of **gern / lieber / am liebsten**
- inversion, verb second
- adjectival opinions
- **Liebings-**
- link words or connectors throughout the scheme of work
- the **Wenn-Satz**
- **seit** + dative

**AQA References:** Theme 1, Topics 3a & d

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive





Intent

# German - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 3

**Context:** Finding the way

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the indefinite article (nominative)
- the definite article (nominative)
- the indefinite article (accusative)
- numbers
- target language phrases learnt to date
- pronoun substitution (*er / sie / es / sie*)
- *du / ihr / Sie* (to understand the imperative)
- *ich möchte / haben Sie?* + accusative

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- prepositions + dative
- the dative of the definite article
- the indefinite article (accusative)
- imperative
- ordinal numbers
- *es gibt / gibt es* + accusative
- *wo ist ...? wo sind ...?*
- time

**AQA References:** Theme 2, Topic 1

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 4

**Context:** Shopping

**Timescale:** 2 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the definite article (nominative)
- pronoun substitution (*er/sie/es/sie*)
- the indefinite article (accusative)
- numbers
- target language phrases learnt to date
- *ich möchte / haben Sie?* + accusative

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- was kostet ...?
- prices

**AQA References:** Theme 1, Topic 3c

**Assessment:** YEAR 9 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive





Intent

# German - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 5

**Context:** Food and drink - eating out

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- ich möchte ... / Haben Sie ...? / ich brauche
- shopping phrases
- 'gern' constructions
- indefinite article (accusative)
- negative (accusative - keinen/keine/kein/keine)
- wo ist ...? wo sind ...?
- Lieblings-
- das ist /ich finde das + quantifier + opinion

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- 'möchten' + meat + inf
- einmal/zweimal etc
- ich hatte
- subordination conjunction 'weil'
- mehr/weniger

**AQA References:** Theme 1, Topic 3c

**Assessment:** Exposé on the topic

**Vocabulary:** See Word file on the T Drive





# Intent

# German - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 6

**Context:** Arranging an activity / Media

**Timescale:** 7 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- **möchten**
- persons of modal verbs used as lexical items
- question words
- free time and leisure vocabulary
- basic likes, dislikes, opinions
- temporal expressions
- places in a town
- **weil**
- **lieber**
- accusative (definite article)
- time
- **es gibt** + acc

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- full conjugations of **müssen, dürfen, können** and **wollen**
- **das wäre ...**
- **ich würde lieber / ich möchte lieber**
- the interrogative
- complex opinions

**AQA References:** Theme 1, Topics 3a, b&d

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 7

**Context:** Getting around & Public transport

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- zu + dative
- imperative
- prepositions + the dative
- wo ist ...? wo sind ...?
- shopping phrases
- es gibt / gibt es ...? + acc
- questions words
- time

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- müssen
- separable verbs
- the demonstrative adjective

**AQA References:** Theme 2, Topic 1 and Topic 4

**Assessment:** End of Module vocabulary and structures test

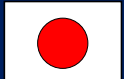
**Vocabulary:** See Word file on the T Drive





# German - Year 10 Content & Sequencing

# Intent



Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 8

**Context:** Travel and tourism

**Timescale:** 9 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- countries
- dates / times
- fillers, link words, opinions (both basic and more complicated)
- possessive adjectives
- leisure activity vocabulary
- forms of transport
- the dative and the accusative
- modal verbs in the present
- separable verbs
- first / third person imperfect forms of '*sein*' and '*haben*'

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- the perfect tense
- the full imperfect of *haben* and *sein*
- *es gab*
- *in / auf / an* + acc with movement
- subordinating conjunctions
- the future tense with *werden*
- *um ... zu*
- *dauern*
- accommodation and transport vocabulary
- weather
- genitive

**AQA References:** Theme 2, Topic 4

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 9

**Context:** My studies / The school day

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the past and present tenses
- separable verbs
- dates / times
- opinions (both basic and more complicated)
- fillers, link words
- leisure activity vocabulary
- transport vocabulary
- the accusative
- '*gern*' '*lieber*' '*am liebsten*'

· *es gibt*

· *haben / sein*

· modals

· subordinating conjunctions

· inversion

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- *das gefällt mir ...*
- the imperfect
- the perfect
- reflexive verbs

**AQA References:** Theme 3, Topic 1

**Assessment:** Formal speaking assessment

**Vocabulary:** See Word file on the T Drive



# Intent

# German - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 10

**Context:** Life at school / college

**Timescale:** 5 weeks

### **Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- learning from Module 9
- essential structures + inf
- past, present and immediate future tenses
- adjectives
- fillers, link words, opinions
- comparative including vocabulary to contrast two things
- modal verbs
- conditional
- **'gern' 'lieber' 'am liebsten'**
- ... **wäre**
- subordinating conjunctions

### **Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- structures expressing obligation
- **ich hätte / wir hätten**
- frequently used subjunctive forms expressing the conditional

**AQA References:** Theme 3, Topic 2

**Assessment:** YEAR 10 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 11

**Context:** Education post-16 and career choices

**Timescale:** 4 weeks

### **Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- learning from Modules 9 & 10
- likes & dislikes
- opinions
- present tense
- future tense & related structures
- subordinating conjunctions

### **Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- conditional structures
- the use of verbs followed by **zu**
- the genitive case (primarily recognition) and the use of **von** + dative as an alternative

**AQA References:** Theme 3, Topic 3 and Topic 4

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive





# Intent

# German - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 12

**Context:** Daily routine

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the present tense
- separable verbs
- the perfect tense
- the future tense
- the imperfect of **haben** and **sein**
- fillers, link words, opinions
- inversion
- subordinating conjunctions
- es gab
- um ... zu
- health and fitness vocabulary

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- the present tense of irregular verbs
- the pluperfect tense
- reflexive verbs
- the imperfect tense of modal verbs

**AQA References:** Theme 3, Topic 3 and Topic 4

**Assessment:** End of Module Vocab and Structures test  
Working towards Year 11 GCSE Mock Examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 13

**Context:** House, home town and environment

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- cardinal points
- adjectival endings
- **es gibt / es hat** + acc
- **man kann** + inf
- seasons
- fillers, opinions, link words, subordinating conjunctions
- imperative
- comparative
- weather
- **sollen**

**Future learning:**

In future learning, pupils will adapt and transfer knowledge of:

- **können** (conditional)
- the superlative
- relative pronouns and clauses (nominative)

**AQA References:** Theme 2, Topic 1 and Topic 3a

**Assessment:** YEAR 11 JANUARY MOCK EXAMINATIONS

**Vocabulary:** See Word file on the T Drive





# Intent

# German - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 14

**Context:** Healthy / unhealthy living

**Timescale:** 4 weeks

### **Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- sports and free time activity vocabulary from Module 2
- '**gern**' constructions
- food and drink vocabulary and structures from Module 4
- **das ist / ich finde das** + quantifier + opinion
- subordination conjunction '**weil**'
- the definite article (nominative and accusative)
- **haben / sein**
- the present tense

### **Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- **sollen** (conditional) e.g. **du solltest**
- health and fitness vocabulary

**AQA References:** Theme 2, Topic 2b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 15

**Context:** Technology in everyday life

**Timescale:** 3 weeks

### **Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the present tense including use to express future intentions
- use of **gern / lieber / am liebsten**
- inversion, verb second
- adjectival opinions
- link words or connectors throughout the scheme of work
- **weil**
- the **Wenn-Satz**
- **es gibt**

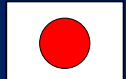
### **Future learning:**

It is hoped that this Scheme of Work has equipped students with a firm understanding of vocabulary, grammatical structure and skills for communication for practical purposes as well as providing a solid base for those who wish to further their study of the language.

**AQA References:** Theme 1, Topic 2

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive





Intent

# German - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 16

**Context:** Marriage / partnership

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- vocabulary and structures learnt as part of Module 1 referring to relationships
- adjectives referring to physical appearance and characteristics
- opinions and justifications
- the future tense
- adjectival agreement
- the conditional
- comparative and superlative

**AQA References:** Theme 1, Topic 1b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 17

**Context:** Charity / volunteer work

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- quantifiers and opinions
- **gern**
- **in** + accusative / dative
- **wenn-satz**
- **wollen**
- the conditional

**AQA References:** Theme 2, Topic 2a

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive





# Intent

# German - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 18

**Context:** Homelessness / poverty

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- *jemand* and *niemand*
- reflexive verbs and pronouns

**AQA References:** Theme 2, Topic 3b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work GERMAN - MODULE 19

**Context:** Customs and festivals

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- quantities and weights from Module 4
- the perfect tense
- inversion
- personal pronouns

**AQA References:** Theme 1, Topic 4

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive





Intent

# Spanish - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 1

**Context:** Me, my family and friends

**Timescale:** 13 weeks

**Prior learning:**

This is the first module in a course for absolute beginners.

**Future learning:**

Pupils will reuse the basic structures and grammar principles taught in this Module throughout the rest of the Scheme of Work. They will be taught to transfer and consolidate grammatical knowledge learnt in this module in other contexts

**AQA References:** Theme 1, Topic 1a

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal written assessment based on exposé

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 2

**Context:** Free Time

**Timescale:** 10 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the infinitive
- the persons of the verb
- the idea of adjectival agreement
- the use of quantifiers
- *es ...*

**Future learning:**

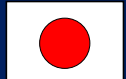
In future modules, pupils will adapt and transfer knowledge of:

- the present tense
- use of *me gusta ...* etc
- opinions
- link words or connectors throughout the scheme of work
- the past tense
- the immediate future tense

**AQA References:** Theme 1, Topics 3a & d

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 9 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 3

**Context:** Finding the way

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the indefinite article
- the definite article
- numbers
- target language phrases learnt to date
- pronoun substitution (*él/ella/ellos/ellas*)
- formal vs informal (to understand the imperative)

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- prepositions
- imperative
- ordinal numbers
- *hay ...* in questions and statements
- *¿dónde está ... ?*
- time

**AQA References:** Theme 2, Topic 1

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 4

**Context:** Shopping

**Timescale:** 2 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- *me gusta / me encanta / no me gusta / odio*
- shopping phrases
- food items and drinks learnt in previous modules
- 'fillers'
- adjectival agreement

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- *quiero*
- adjectival agreement (consolidation)

**AQA References:** Theme 1, Topic 3c

**Assessment:** YEAR 9 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive





Intent

# Spanish - *Year 9 Content & Sequencing*

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 5

**Context:** Food and drink - eating out

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- me gusta / me encanta / no me gusta / odio
- shopping phrases
- food items and drinks learnt in previous modules
- 'fillers'
- adjectival agreement

**Future learning:**

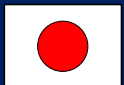
In future modules, pupils will adapt and transfer knowledge of:

- 'quiero'
- adjectival agreement (consolidation)

**AQA References:** Theme 1, Topic 3c

**Assessment:** Exposé on topic

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 6

**Context:** Arranging an activity / Media

**Timescale:** 7 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- question words
- free time and leisure vocabulary
- basic likes, dislikes, opinions
- quantifiers
- temporal expressions
- time
- **hay ...**

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- **poder**
- **querer**
- **me / te (etc) apetece**
- **me / te (etc) gustaría**
- complex opinions

**AQA References:** Theme 1, Topics 3a, b&d

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 7

**Context:** Getting about & Public transport

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- imperative
- ¿dónde está ...?
- shopping phrases
- hay/ ¿hay ...?
- questions words
- time
- quiero
- opinions
- prepositions

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- deber

**AQA References:** Theme 2, Topic 1 and Topic 4

**Assessment:** End of Module vocabulary and structures test

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 8

**Context:** Travel and tourism

**Timescale:** 9 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- countries
- dates / times
- fillers, link words, opinions (both basic and more complicated)
- possessive adjectives
- the definite article ordinal numbers
- **¿Cuánto cuesta ...?**
- time (12/24 clock)
- **hay** (incl. negative)
- **quiero ...**
- leisure activity

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- the preterit
- the imperfect of **ser**
- **había**
- transport and accommodation vocabulary
- the immediate future tense with **ir** (and **querer**)
- the future tense
- weather

**AQA References:** Theme 2, Topic 4

**Assessment:** End of Module Vocab and Structures test  
Common GCSE-based assessment tasks  
Formal speaking assessment

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 9

**Context:** My studies / The school day

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the past and present tense
- dates / times
- opinions (both basic and more complicated)
- leisure activity vocabulary
- transport vocabulary
- fillers and link words
- **hay**
- adjectives of character
- adjectival agreement

**Future learning:**

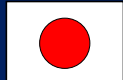
In future modules, pupils will adapt and transfer knowledge of:

- the imperfect tense
- reflexive verbs

**AQA References:** Theme 3, Topic 1

**Assessment:** Formal speaking assessment

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 10 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 10

**Context:** Life at school / college

**Timescale:** 5 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- learning from Module 9
- essential structures + inf
- past, present and future tenses
- adjectives
- fillers, link words, opinions
- comparative including vocabulary to contrast two things
- modal verbs

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- *hay que ...*
- *tener + que*
- the use of the impersonal 'se'
- the conditional

**AQA References:** Theme 3, Topic 2

**Assessment:** YEAR 10 SUMMER ASSESSMENT

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 11

**Context:** Education post-16 and career choices

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- learning from Modules 9 & 10
- likes & dislikes
- opinions
- present tense
- *voy a* & related structures
- conditional

**Future learning:**

In future modules, pupils will transfer and adapt knowledge of:

- *lo que & lo*
- the present subjunctive after conjunctions of time and in hypothetical situations

**AQA References:** Theme 3, Topic 3 and Topic 4

**Assessment:** End of Module Vocab and Structures test

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 12

**Context:** Daily routine

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the present tense
- the preterite tense
- the immediate future tense
- fillers, link words, opinions

**Future learning:**

In future modules, pupils will adapt and transfer knowledge of:

- reflexive verbs
- the future tense

**AQA References:** Theme 3, Topic 3 and Topic 4

**Assessment:** End of Module Vocab and Structures test  
Working towards Year 11 GCSE Mock Examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 13

**Context:** House, home town and environment

**Timescale:** 6 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- cardinal points
- adjectival endings
- hay/ tiene
- seasons
- fillers, opinions, link words
- weather
- likes/dislikes and opinions
- future tense

**Future learning:**

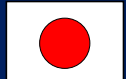
In future learning, pupils will adapt and transfer knowledge of:

- comparative
- imperative

**AQA References:** Theme 2, Topic 1 and Topic 3a

**Assessment:** YEAR 11 JANUARY MOCK EXAMINATIONS

**Vocabulary:** See Word file on the T Drive





# Intent

# Spanish - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 14

**Context:** Healthy / unhealthy living

**Timescale:** 4 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the definite article (gender/ plural etc)
- the present tense
- food and drink vocabulary
- sports vocabulary

**AQA References:** Theme 1, Topic 2

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See Word file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 15

**Context:** Technology in everyday life

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this module:

- the present tense including use to express future intentions
- use of **me gusta ...** etc
- adjectival opinions
- link words or connectors throughout the scheme of work
- **porque**
- the use of 'se' in impersonal structures in Spanish
- question words
- expressions for discussing advantages and disadvantages
- **por** and **para**
- the present continuous using **estar**

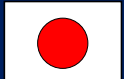
**Future learning:**

It is hoped that this Scheme of Work has equipped students with a firm understanding of vocabulary, grammatical structure and skills for communication for practical purposes as well as providing a solid base for those who wish to further their study of the language.

**AQA References:** Theme 1, Topic 2

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See PDF file on the T Drive





# Intent

# Spanish - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 16

**Context:** Marriage / partnership

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- vocabulary and structures learnt as part of Module 1 referring to relationships
- adjectives referring to physical appearance and characteristics
- opinions and justifications
- the future and immediate future tenses
- possessive adjectives
- adjectival agreement
- direct and indirect object pronouns

**AQA References:** Theme 1, Topic 1b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See PDF file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 17

**Context:** Charity / volunteer work

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- **poder**
- **querer**
- **esperar**
- the conditional forms of **gustar**
- the conditional tense

**AQA References:** Theme 2, Topic 2a

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See PDF file on the T Drive





# Intent

# Spanish - Year 11 Content & Sequencing

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 18

**Context:** Homelessness / poverty

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- **algo** and **alguien**
- reflexive constructions such as **se puede** and **se debe** + infinitive
- the negative
- impersonal verbs such as **me encanta** and **me molesta**

**AQA References:** Theme 2, Topic 3b

**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See PDF file on the T Drive

Bury St Edmunds County Upper School

## KS3/4 Scheme of Work SPANISH - MODULE 19

**Context:** Customs and festivals

**Timescale:** 3 weeks

**Prior learning:**

Pupils need to transfer and adapt their knowledge of the following in this Module:

- the preterite
- **ser** and **ir**
- the imperfect tense
- the future tense(s)

**AQA References:** Theme 1, Topic 4

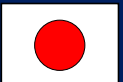
**Assessment:** Working towards final GCSE examinations

**Vocabulary:** See PDF file on the T Drive





Intent



# Modern Foreign Languages

## *Literacy*

- Students become proficient at phonics which improves spelling, reading and recognition and retention of new vocabulary;
- Students learn to make links between new vocabulary and previous learning via recognition of cognates, thinking of roots of words and linking to their own language;
- Students learn accurate reading through teachers modelling high standards of prosodic reading and pronunciation;
- Students learn how to approach longer texts, such as skimming or scanning for information as well as considering context to aid comprehension and understanding;
- Students learn research and reference skills, focusing on written accuracy and the importance of checking;
- Students learn to write more accurately through reinforcing phonics and spelling and by teachers scaffolding longer writing tasks.



# Intent

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.



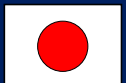


Intent

# Modern Foreign Languages

## *Numeracy*

- Students learn basic numbers as part of the curriculum as well as completing straightforward calculations;
- Students learn the importance of how numbers may be constructed in other languages, e.g. higher numbers in French, certain hundreds in Spanish;
- Students use information from tasks, e.g. surveys, to discuss the results in the Target Language;
- Students learn to use time in specific situations as part of their learning;
- Students are taught the difference between analogue and digital times.



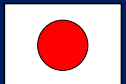


# Intent

# Modern Foreign Languages

## *Cross-Curricular Links*

- History – Students learn about past events in the countries where the languages are spoken and the effect of these events on today's culture.
- Geography – Students learn about the physical and human geography of the United Kingdom as well as other countries around the world.
- Information Technology – Students are encouraged to make use of ICT as part of day to day working and also learn to think about benefits and dangers of the use of technology in every day life.
- PSHE – Students discuss the changing role of marriage and the family and begin to express their ideas and plans on the topic.
- PSHE – Students consider how to live a healthy lifestyle and how to encourage others to do so.





Intent

# Modern Foreign Languages

## *Equal Opportunities*

The Modern Languages Faculty is committed to Equal Opportunities and we hope to:

- break down stereotypical images;
- create a positive image of the culture in which the target language is spoken;
- encourage the comparison of lifestyles without making value judgements;
- give as many children as possible the opportunity to study a second or a third foreign language;
- encourage all to pursue language studies and to take part in foreign trips and exchanges;
- display work produced by as wide a range of children as possible;
- establish a gender balance within language sets;
- teach students about masculine, feminine and non-binary gender pronouns;
- make sure that all are aware of the job opportunities within the field of modern foreign languages;
- encourage more reticent students to take part in lessons, notably in oral work.





Intent



# Modern Foreign Languages

## *Support*

- Careful planning to ensure maximum inclusivity to meet all individual needs;
- Flexible-paced learning to accommodate slower learners who can complete their tasks at a more comfortable speed;
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners;
- Group work and pair work tasks to enable peer-support;
- Digital support via the use of the Google Suite;
- Verbal support, one-on-one and scaffolded tasks;
- Targeted questioning;
- Targeted literacy interventions where needed, e.g. phonics support, gap fills, vocabulary sheets, word banks, pre-reading tasks;
- Tasks with variable outcomes to enable students flexibility and freedom of individuality;
- Formative assessment methods to identify gaps in learning and teaching is responsive as a result;
- Make good use of summative assessments to set targets and review progress.



Intent

# Modern Foreign Languages

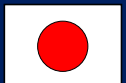
## *Recovery Curriculum*

### YEAR 9

The schemes of work have been created to build upon the students' learning in Years 7 and 8 and therefore have elements of review and further progression as part of them. This allows the MFL staff to check linguistic ability and remedy where necessary as part of their teaching.

### YEAR 10

Having been able to teach the most important elements of the Year 9 scheme of work prior to lockdown, the Year 10 students did not miss out on being taught any of the main grammar points in person. Well-considered and accessible work set during the summer term allowed students to continue their progression and therefore not risk falling far behind where the MFL staff would expect students to be. Once again, the MFL schemes of work have elements of consolidation and so the students have the opportunity to continually revisit key grammar, vocabulary and skills as they continue to develop these further in the first year of the GCSE courses.





Intent



# Modern Foreign Languages

## *Recovery Curriculum*

### YEAR 11

The work set during the summer term was once again effectively set in order to allow the students to complete the Year 10 schemes of work. Since returning, the MFL staff have used lesson time to check where their individual groups are in relation to expectations and have created extra supporting material such as:

- identifying the fifteen most important lessons of the lockdown period and reviewing them with the students;
- spending the early weeks of Year 11 reviewing the key topic of school and further study which was done remotely and giving over time to ensure that all students are all at the same point before moving on with the new year's topics;
- creation of booklets called "School Essentials" to help students catch up on any of the key ideas that some students may have missed out upon;
- structured revision of the key tenses earlier in the half term than usual;
- creation of a Google Document for students to begin to bring their ideas and previously prepared answers on the key topics in readiness for the written examination.

On top of all of these measures, the ideas and language studied remotely continue to be revisited and revised throughout the Year 11 schemes of work.



Implementation

# Modern Foreign Languages Implementation



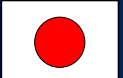


# Implementation

# Modern Foreign Languages Implementation

## Expectations for Teaching MFL:

- Teachers should follow the established order of lessons in each SoW but teach them using their own professionalism adapting shared materials for their own individual classes in order to create their own lesson that will meet the Learning Objective. The Head of Faculty will conduct learning walks to quality-assure the curriculum and that teachers follow the planned sequence.
- Teachers are to be aware of all Pupil Premium, disadvantaged, SEND and EAL students in their classes. They will consider any additional needs for their students in each group, scaffolding and differentiating accordingly, for example their literacy needs.
- Teachers should also consider higher and lower prior attainers in their groups and prepare appropriate work to either support or challenge them further.
- Teachers should be aware of the Modern Foreign Language Faculty assessment framework and what the overall impact of their teaching is trying to achieve in terms of outcome. As such, continuous formative assessment and summative assessment should be carried out in line with faculty and whole-school policy.





# Implementation

# Modern Foreign Languages Implementation

## Expectations for Teaching MFL:

- Teachers will tell students at the beginning of a module of work what ground they are going to cover, how it builds upon previous learning and what they will be able to do at the end of the unit and how this will transfer to future learning. From September 2021, this will be more explicitly shared with students at the beginning of each year.
- At the beginning of each lesson, teachers should share Target Language topic titles, lesson aims and desired outcomes as well as making links with prior topics and lessons explicit.
- Lessons should follow a common structure of retrieval of previous learning, introduction of the new ideas, opportunity to practise the new learning, writing up of what they have learnt, finishing with reflection of what has been learnt and the progress that students have made.
- There will be no expectation that all four skill areas will be covered in one lesson due to research telling us that certain skills can be combined more effectively, e.g. speaking and listening, reading and writing.
- We prioritise knowledge depth over breadth of coverage.



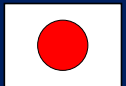


# Implementation

# Modern Foreign Languages Implementation

## Expectations for Teaching MFL:

- Teachers will demonstrate good teaching practice (Rosenshine Principles), in line with whole-school policy, for instance, a range of questioning techniques, well-aimed feedback and strong subject knowledge.
- There will be scaffolding and further support for those students that require it in order to ensure the whole class are able to make good progress during the lesson.
- Student books should conform to whole-school expectations about presentation and all work should be given a title, the date and marked as either classwork or homework as appropriate.
- Teachers will set homework in line with the whole-school policy in order to support in-class learning and help students to consolidate their own subject knowledge.
- Classwork will be shared on Google Classroom at the end of each lesson as both a means for absent students to catch up as well as for all students to be able to revisit work and check any misconceptions.
- Teachers should aim to use Target Language as the means of communication as far as is possible with their groups. Students should also be encouraged to use the TL actively and not be passive spectators.



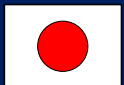


# Implementation

# Modern Foreign Languages Implementation

Following these expectations references **Rosenshine's Principles for Education**, which are considered as a good basis for much successful language teaching:

1. **Daily Retrieval:** As much as our lesson frequency allows, we use quizzing and revision in our lessons.
2. **New material in small steps.** We are careful not to overload pupils and build gradually on new knowledge.
3. **Ask questions:** This is a key component in any MFL lesson. Questioning reveals misconceptions, weaknesses and shows extent of retrieval and understanding.
4. **Modelling:** Pupils need examples and support when applying rules and building sentences.
5. **Give time for student practice:** Pupils need practice tasks and time to consolidate any new learning.
6. **Check student understanding:** Teachers circulate listening to students' oral practice; asking questions; intervening to check how much progress is being made and taking time to provide 1:1 help.
7. **Obtain a high success rate:** we make sure that the work is accessible and that students leave lessons feeling that they have been successful.
8. **Scaffolding:** We provide models, sentence builders, gapped texts and other supports as a step towards independence as this builds confidence and enables learning.
9. **Independent practice:** Pupils are given opportunities to try for themselves; to choose the level of support they need.
10. **Regular review:** Returning to previous week's learning and ensuring that there are opportunities to re-use prior learning embeds language and structures in students' long-term memory.





# Implementation

# Modern Foreign Languages Implementation

## Planning:

All topics of work across the three languages have a sequenced overview outlining our recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Teachers use this overview to plan individual sessions to match the current lesson length of 50 minutes. Teachers are to use the established order of lessons in each Year Groups' Scheme of Work but will teach the lessons using their own professionalism. Teachers will adapt the shared resources to suit their own individual classes' needs. This practice will be quality-assured by the Head of Faculty via learning walks and feedback gained will inform Faculty Meetings.

## Resource sharing:

All teachers have access to our shared area on the network. We make good use of high-quality Powerpoints and worksheets, exam-specific text books and associated support materials such as Exampro. Students are also encouraged to refer to Google Classroom where they can access or revisit material from previous lessons. Language Assistants are timetabled mainly with Years 12 and 13 and then with key groups of students in Year 11. Where time allows, we aim to get them to work with as many students as possible across the whole school.





# Implementation

# Modern Foreign Languages Implementation

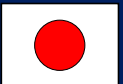
## Student Independent Learning:

### *In lessons:*

Students are encouraged follow the links of between topics themselves by looking back through prior learning and recycling vocabulary and phrases. Students practise, script and rehearse spoken language in pairs before performing to the whole class. When working with the text book, students are encouraged to make independent use of given vocabulary sections and the glossary.

### *Outside of lessons:*

Students take their books home and are encouraged to look there first for support. We have also created additional support vocabulary lists on Quizlet. Each class has a Google Classroom area for teachers to place additional materials, support and extension tasks and further practice exam papers. From September 2021 we will be looking to formalise a list of recommended websites to be shared with students via Google Classroom.





# Implementation



## MFL and Literacy



### IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations

1	2	3	4	5	6	7
<p><b>Prioritise 'disciplinary literacy' across the curriculum</b></p> 	<p><b>Provide targeted vocabulary instruction in every subject</b></p> 	<p><b>Develop students' ability to read complex academic texts</b></p> 	<p><b>Break down complex writing tasks</b></p> 	<p><b>Combine writing instruction with reading in every subject</b></p> 	<p><b>Provide opportunities for structured talk</b></p> 	<p><b>Provide high quality literacy interventions for struggling students</b></p> 
<ul style="list-style-type: none"><li>• Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</li><li>• Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.</li><li>• All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</li><li>• School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</li></ul>	<ul style="list-style-type: none"><li>• Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</li><li>• Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</li><li>• Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.</li><li>• Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</li></ul>	<ul style="list-style-type: none"><li>• Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.</li><li>• To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.</li><li>• Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.</li><li>• Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.</li></ul>	<ul style="list-style-type: none"><li>• Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.</li><li>• Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.</li><li>• Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.</li><li>• Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.</li></ul>	<ul style="list-style-type: none"><li>• Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.</li><li>• Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.</li><li>• Students should be taught to recognise features, aims and conventions of good writing within each subject.</li><li>• Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.</li></ul>	<ul style="list-style-type: none"><li>• Talk matters: both in its own right and because of its impact on other aspects of learning.</li><li>• High quality talk is typically well-structured and guided by teachers.</li><li>• Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.</li><li>• Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.</li></ul>	<ul style="list-style-type: none"><li>• Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</li><li>• Developing a model of tiered support, which increases in intensity in line with need is a promising approach.</li><li>• Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.</li><li>• Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.</li></ul>



# Implementation



## MFL and Literacy

### Un nouveau collège au Togo

Voici le témoignage d'Arthur qui travaille pour une association caritative.



J'ai travaillé pour une association de solidarité internationale de l'université de Paris. Notre objectif était de promouvoir l'éducation au Togo. Pour cela, nous avons cherché à récolter des fonds pour construire des collèges au Togo. Depuis notre création, en 2014,

quatre collèges ont été construits. Nous organisons les chantiers dans les villages où les collèges sont construits. C'est l'occasion pour les volontaires, pour la plupart des étudiants, de s'engager dans un projet humanitaire.

Cette année, comme objectif, nous avons décidé de finir la réalisation de notre cinquième collège, dans le village de Davevi. On a choisi de construire un bâtiment composé de quatre salles de classe, d'un bureau pour les professeurs et d'une bibliothèque. Le village, habité par environ 1000 habitants, possédait une école primaire et un collège. Cependant, le collège était constitué de cabanes en bois et ne résistait pas au mauvais temps. Les élèves avaient du mal à travailler. Le nouveau collège accueillera près de 200 élèves, dont certains viennent de villages voisins. Les volontaires ont dû loger dans le village de Davevi pour aider bénévolement à la construction. Après la fin du chantier, le gouvernement togolais a pris en charge la gestion du

collège et a envoyé des professeurs diplômés et un directeur. J'ai trouvé la vie scolaire au Togo très différente. Souvent, il n'y a pas de cours l'après-midi car il fait trop chaud. Il y a environ cinquante élèves par classe. À midi, on mange dehors. À mon avis, les jeunes togolais travaillent plus dur que les élèves français. Ils connaissent vraiment l'importance de l'éducation.



We use authentic texts from established text books and online resources to expose students to a range of literary materials.



#### 1 Pension am Wald

Die ehemalige Jagdhütte liegt direkt am Wald, weit von der Straße entfernt. Sie ist ideal zum Wandern oder Mountainbiken.

Die Hütte hat Platz für maximal sechs Personen, zwei Schlafzimmer mit Doppelbett und eine Schlafcouch im Wohnzimmer.

Die Küche ist komplett eingerichtet. Gäste können die Sauna im Haus und den Grill im Garten kostenfrei benutzen.

die Jagdhütte – hunting lodge  
der Stellplatz – pitch (for tent or caravan)  
inbegriffen – included



#### 2 Campingplatz am Mittelmeer

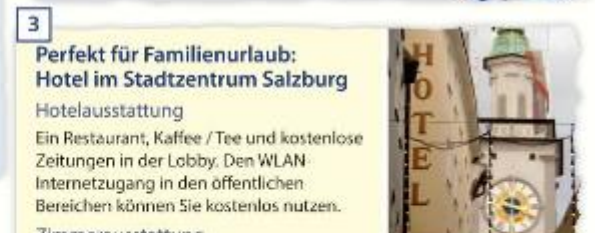
Der Campingplatz hat 100 schattige Stellplätze in verschiedenen Größen. Sie können ein privates Badezimmer und einen Stromanschluss mitbringen.

Inbegriffen im Preis:

- Auto
- Zelt oder Wohnwagen / Camper
- Wasser
- 2 Personen

Weitere Informationen

- Unterkunft geeignet für max. 6 Personen
- Hunde erlaubt



#### 3 Perfekt für Familienurlaub: Hotel im Stadtzentrum Salzburg

Hotelausstattung

Ein Restaurant, Kaffee / Tee und kostenlose Zeitungen in der Lobby. Den WLAN-Internetzugang in den öffentlichen Bereichen können Sie kostenlos nutzen.

Zimmerausstattung

Doppelzimmer, Zweibettzimmer und Einzelzimmer sind individuell ausgestattet und bieten Ihnen einen Zimmerservice und einen Haartrockner. Flachbildfernseher, Zimmersafes und Toilettenartikel stehen Ihnen zur Verfügung.



# Implementation



## MFL and Literacy

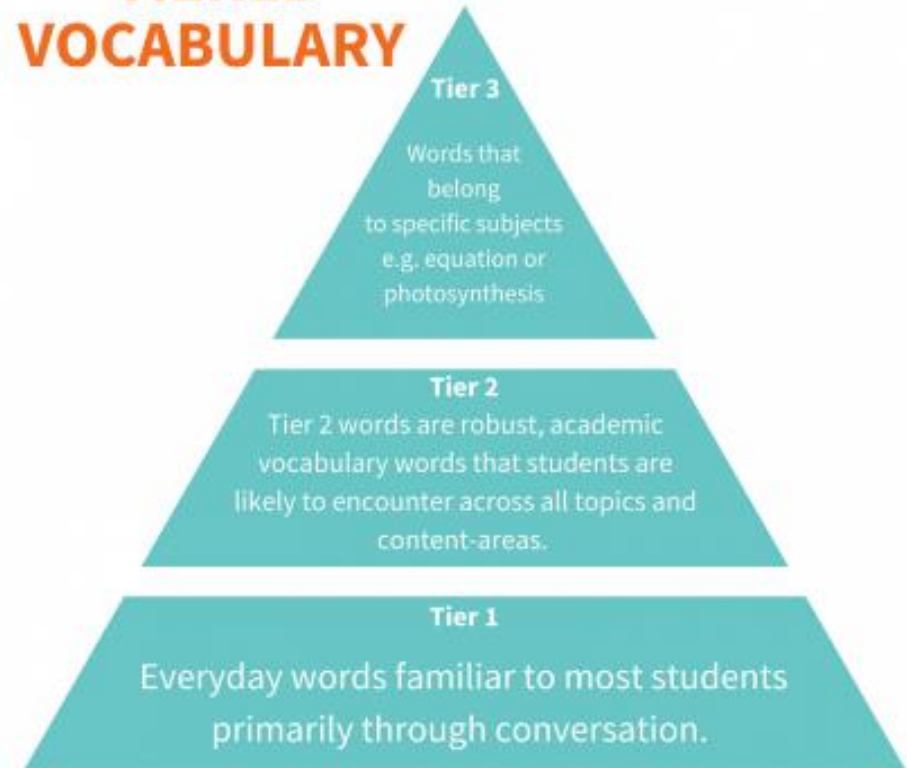
### Vocabulary:

Naturally vocabulary is integral to our Languages Curriculum and students learn vocabulary in context, its meaning in English and use it in full sentences. Through our phonics teaching, students can decode the meaning of unfamiliar words and their pronunciation. Where possible, we look at the etymology of words and their links to English which helps students to understand that language is living and vocabulary is kept up to date by the speakers of the language.

Tier 1 is constantly recycled through topics and modelled by teachers in our everyday language interactions with students. We support the idea of Tier 2 and Tier 3 terminology and when learning topics, we give students the essential Tier 2 vocabulary in the language as well as examples of Tier 3 that they are encouraged to use in their own work.

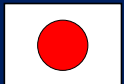
Vocabulary is also introduced in 'chunks', e.g. *si j'étais le directeur de l'école ... , quand il fait beau ... , si tuviera más dinero ... , wenn ich mehr Zeit hätte ...*

## TIERED VOCABULARY





# Implementation



## MFL and Literacy

### Writing:

Writing tasks are always scaffolded in advance and students are given the criteria. Here is an example of a GCSE 150 word written task which has been structured to support students answering the bullet points.

Other written tasks across the various year groups are introduced alongside a reading text so that students are able to manipulate the given language and have a model answer to follow.

Vous écrivez un article sur votre vie d'adolescent pour un magazine français.

Décrivez :

- l'importance de la technologie et des médias dans votre vie
- un week-end spécial.

Ecrivez environ **150 mots en français**. Répondez aux deux aspects de la question.

#### **Introduction using the TITLE:**

- What it's like being a teen these days
- Good things
- Stresses/worries

*(30 words)*

#### **Main (Part 1) using Bullet Point 1 only:**

- Which tech you use regularly
- Why it's important
- What other media you use and how often
- pros/cons?
- Dangers/problems?

*(50 words)*

#### **Main (Part 2) using Bullet Point 2 only:**

- A recent weekend either at home or out somewhere
- Who with
- What you did + how it was
- Why it was a memorable weekend
- Would you do it again and why (if not, why not?)

*(50 words)*

#### **Conclusion**

- What you would like to do on your 18<sup>th</sup>
- Why this birthday is special

*(20-30 words)*



# Implementation



## MFL and Literacy

### Oracy and Speaking:

Speaking tasks are a mixture of spontaneous speaking and scripted written answers. Students are given plenty of opportunities to practise speaking in the Target Language and their knowledge of phonics allows them to pronounce words with high levels of spoken accuracy. We structure the talk by giving deliberate practice such as the trapdoor activity and also through giving specific vocabulary that they should include in their answers. In lessons, the teacher is the best model of spoken language and we use choral repetition, delay dictation and spontaneous Q&A tasks.

### Speaking Trapdoor

#### TRAP DOOR - WINTER / SUMMER ACTIVITIES

J'adore faire 

<i>du ski</i>
<i>du snowboard</i>
<i>du canoë kayak</i>

 en 

<i>hiver</i>
<i>été</i>

 parce que c'est 

<i>génial</i>
<i>passionnant</i>
<i>fantastique</i>

.

Je fais 

<i>du VTT</i>
<i>de la plongée</i>
<i>de l'équitation</i>

 en 

<i>hiver</i>
<i>été</i>

 mais je préfère 

<i>faire du ski</i>
<i>faire du snowboard</i>
<i>faire du patin à glace</i>

 avec 

<i>ma famille</i>
<i>mes amis</i>
<i>mon meilleur copain</i>

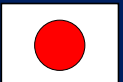
Et toi, tu aimes les sports 

<i>d'hiver</i>
<i>d'été</i>

 ?



# Implementation



## How are lessons tailored for different learners, including pupils with SEND?

We recognise that learning a language is challenging and that not all pupils learn in the same way nor at the same speed. However, we firmly believe that MFL is an exciting area of study and an important one. Many students who struggle in other subjects, enjoy learning a language because it's new for everyone and so they feel that they are starting at the same point as their peers, and MFL is a fresh start! We want MFL to appeal to those who struggle with their literacy skills because the grammar and our teaching improves their understanding of their own language. This makes it even more important to teach it well and the skills that they use in MFL are applicable across a range of other subjects. All students learn about the Target Language culture and can gain a real sense of achievement through seeing the world beyond their own community, regardless of their prior attainment. We teach all students the same topics regardless of prior attainment and we firmly believe teaching to the top and scaffolding for those who need it. Teachers are aware of all Pupil Premium, disadvantaged, SEND and EAL children in their classes and ensure that they target their questioning in lessons appropriately. We support EAL students to take GCSEs in their community languages where these are available.

## Opportunities for higher prior attainers

Pupils who show ability in one language, study two in Year 9 and are encouraged to continue this on through to GCSE. Again careful teacher questioning in lessons extends these students in both the Target Language and English. We offer all students extension vocabulary and higher prior attainers are directed to use these on a more regular basis, e.g. the use of *ce que j'aime le plus, c'est ...* rather than *j'adore ...* .



**Impact**



# Modern Foreign Languages Impact



Impact

# Modern Foreign Languages Implementation

## How do we monitor progress and achievement?

In the line with the school's requirements, teachers are responsible for keeping a record of how individuals are progressing in the subject. Pupils are monitored and supported closely in their learning. This is done through formative assessment, verbal and written feedback and teacher questioning. Marking is done in line with the whole school policy and students are given targets for further improvement against which teachers will then check progress. After summative assessment, teachers meet to discuss individual students of concern and the Head of Faculty supports through targeted interventions and/or set changes. The Head of Faculty can place students on report and assign targets to support them in making progress. We use a range of low-stakes quizzing, end of topic quizzing and tiered assessment tasks in the four skills. These assessments provide teachers with enough material to make a summative assessment or relevant predicted grade at the end of each term. Where pupils are regularly underperforming, as highlighted by the teachers' formative assessment, then lesson plans or resources may need to be adapted to address these issues.





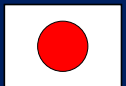
Impact

# Modern Foreign Languages Implementation

## How do we know our curriculum is successful?

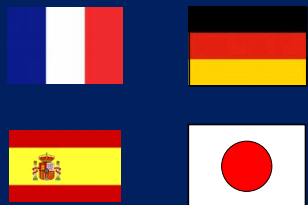
We regularly discuss our curriculum in Faculty Meetings. We aim to be an outward facing faculty which engages with the latest research and keeps up to date with changes in pedagogy, e.g. reading the latest Ofsted report into languages, the resources promoted by NCELP and books and blogs written by languages teachers around the country and liaising with other schools in the Unity Schools Partnership.

At the end of each year we review the curriculum and the resources we use, updating them as necessary. We are keen to involve our students in our curriculum review by launching Pupil Book Study with support from the Trust. We have already begun this having completed a session with a group of German students as well as another of French students this half term. Following this, we learnt the value of student feedback about our curriculum, their understanding of the sequence and we will use this information to ensure students see that their lessons all related and they are actively involved in their own learning.





# Impact



## How do we document learning in MFL?

10 3Fr2	Module 8			Module 9	Module 10 (Summer Assessment) AVE 75% FL			
	L/R Assessment	Vocab & Structures	Speaking	Second Speaking	List Scaled /30	Read Scaled /30	Writ Scaled /30	TOTAL SCALED %
	10L	15	23	27	22	26	22	76
	10L	16	27	30	25	21	26	80
	10N	16	28	30	25	23	21	77
	10S	14	15	22	21	17	19	64
	10R	15	24	30	27	28	20	83
	10K	17	27	30	25	17	25	74
	10P	17	27	30	22	23	24	77
	10K	15	26	30	21	17	20	74
	10L	15	27	28	21	23	30	81
	10N	16	29	30	14	23	26	70
	10R	17	27	30	27	28	26	90
	10J	17	30	30	21	28	20	77
	10R	16	26	20	16	17	21	60
	10T	17	27	28	16	19	22	64
	10M	17	30	30	15	26	27	76
	10M	17	28	30	17	24	29	78
	10L	14	21	24	11	23	23	64
	10R	16	29	30	21	28	25	81
	10M	17	27	30	20	21	22	70
	10S	16	25	24	25	21	21	74

An example of an MFL mark book kept by each teacher in the Faculty. These are shared to review progress and discuss particular groups of students.



Impact

# Modern Foreign Languages Implementation

## What do we consider the strengths of the MFL Faculty to be?

- High numbers of students choosing to continue their studies into KS4 and beyond;
- High levels of student engagement in lessons;
- High qualified subject staff;
- Well resourced materials, appropriately tailored to the needs of our groups;
- The popularity of our study trips and exchange visits;
- Evidence of excellent results in external examinations;
- An engaging and exciting curriculum.

## How do we know?

- Termly book looks;
- Sharing of resources and good practice within the team;
- Half-termly learning walks/observations;
- Specialist teachers;
- Pupil Book Study;
- Low numbers of behavioural referrals in lessons to SLT.





# Impact



## Enrichment and Culture Capital

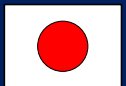


We organise exchange trips to Bonn and Guadalajara and a study trip to Normandy. These are always very popular with our students who want to use their learnt language in “real” situations.





# Impact



## Enrichment and Culture Capital



Challenge yourself to search for an article online in the foreign language for a subject that interests you.

We encourage students to engage with languages in different ways – any experience can compliment the work done in the classroom.



**Watch a foreign language film in the original language.**



Choose one of the free online language learning apps, such as Duolingo, and commit yourself to 15mins a day perfecting your language skills!