

## Modern Foreign Languages (MFL) -*Intent, Implementation and Impact*

### ‘Sapere Aude’

The **intent** of Modern Foreign Languages as a subject is multifaceted; not only does it intend to provide an open road to the world and a vehicle for overcoming educational disadvantage, but it also promotes pupils' curiosity and deepens their understanding of different countries' people, culture, history, literature and arts. It is through the study of Modern Foreign Languages that pupils will forge the linguistic keys of communicating with precision through reading, writing, listening and speaking in another language. Furthermore:

- We **aim** to equip pupils with the confidence that allows them to express their ideas and opinions, to seek information and to respond to speakers of the language across the skills of listening, speaking, reading and writing.
- We **challenge** pupils to consider their own identity and place in the world and to appreciate and empathise with different ways of seeing the world.
- We **seek** to ensure that all our students acquire the educational and cultural capital to which all children are entitled.

By developing pupils' **linguistic, communicative, and intercultural skills**, and by encouraging students to use the target language from the very start, we strive to lay strong foundations at KS3 level and foster rounded individuals ready for entry into a global world. Our pupils are being moulded into accomplished, independent, and passionate linguists (not just speakers of the language) with a solid understanding of how languages work; turning them into global citizens.

The MFL department strives to ensure that our curriculum is **challenging** and **inspiring** for all students, so as to push them academically and we aim also to ensure that Teaching and Learning is rooted in the Science of Learning. The MFL team promotes a love of language learning and strive for pupils to make outstanding progress at all levels. Finally, we recognise the importance of languages and therefore aim to provide our pupils with maximum opportunities in lessons, on trips or extra-curricular activities to encourage them to develop courage, resilience, and self-discipline in the use of the target language and to turn pupils into real linguists.

**Implementation:** The curriculum is sequenced to allow students to progress sequentially towards success at GCSE success whilst also providing an enjoyable learning journey.

**Rosenshine's principles:**

1. Each lesson begins with a "Do Now" task. In MFL these revolve around translation, verb, or tense practice, recall of meaning and spelling. As students' progress from Y7 to Y11, Do Now tasks increasingly challenge students to translate sentences or conjugate verbs in 3 tenses. Teachers use cold call and at bats to challenge students on vocabulary/grammar they learned that lesson or in previous lessons.

2. Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps. These might include introducing vocabulary at word level, modelling sentences, filling gaps, or suggesting alternatives before students write their own. Lessons involve short periods of teacher introduction, followed by questioning and then independent production by the students. All small steps are revised together in the weeks prior to examination.

3. Teachers plan sequences of questions and stretch it questions that are cold called to gauge understanding by the students. Teachers skilfully use cold call to prove students have grasped vocabulary, verb accuracy or tense formation before moving on. Teacher use 'no hands up' and "no opt out" to ensure all students are learning during questioning. Students know that if they don't know an answer they can expect to be asked again.

4. Teachers provide models including sentence starters and higher-level phrases during writing production to ensure writing is of a high level. Written models are included on all lessons. Success criteria on the board often tell students what to include to gain the highest marks.

5. New vocabulary and grammar are summarised and reviewed at the end of each term during preparation for assessment weeks. These help students compile all new learning together and allow for discovery of misconceptions prior to the exam.

6. Teachers mark students' books regularly, giving feedback which challenges students to redo, rewrite, amend or expand on areas of weakness.

7. Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps. Lessons involve short periods of teacher introduction, followed by questioning and then independent production by the students. All small steps are revised together in the weeks prior to examination.

8. Teachers use models, sentence starters as well as a variety of differentiation with differing classes to ensure all students can access the learning. Teachers provide additional steps or help on the board to aid weaker learners, sentence starters, gap fills, jumbled up spellings, jumbled answers, the first letter of each word all help students in MFL to grasp lesson content.

9. Each term, before assessments, students review and produce writing/speaking independently or complete reading/listening practice independently, overlearning the skills taught in the term, and helping recall of exam skills

10. Teachers use cold call and at bats to challenge students on vocabulary/grammar they learned that lesson or in previous lessons. Each term, before assessments, students review and produce writing/speaking independently or complete reading/listening practice independently.

## MFL KS3 CURRICULUM MAP

### Big Ideas:

- Identity & Culture
- Local Area, Holiday & Travel
- School
- Work & Future Aspirations

YEAR 7	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Curriculum intent	Aut 1 Big idea: Identity & Culture	Aut 2 Big Idea: Local Area, Holiday & Travel	Sp 1 Big Idea: School	Sp 2 Big Idea: Identity & Culture	Sum 1 Big Idea: Identity & Culture	Sum 2 Big Idea: Local Area, Holiday & Travel
<p><b>In Year 7</b>, we study the foundations and core vocabulary/ grammar of the French language. Students have opportunities <b>to revisit KS2 topics</b> while adding a layer of complexity to it (depth and breadth). Students are able to use the variety of subject pronouns and to recognise them in translations tasks. They communicate in spoken and written French, with a focus on narrating events in the present tense and near future tense using all pronouns.</p> <p><b>In Year 7</b> students learn the topics of <b>myself, my town, school, food, free time, and holidays</b> which allow pupils to describe <b>aspects of their lives and opinions about their lives</b> and adjectival agreements as well as introducing opinions with simple justifications.</p> <p>To facilitate this, <b>by the end of Year 7</b>, students will have mastered:</p> <ul style="list-style-type: none"> <li>● <b>Key language concepts and grammatical terminology</b> (infinitive, verb, conjugation, 1st and 3rd person singular / plural, noun, preposition, past</li> </ul>	<p><b>Describing myself</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Introducing yourself, meeting and greeting people</li> <li>2. Classroom instructions</li> <li>3. Numbers &amp; Talking about age</li> <li>4.Classroom objects/ colours/ numbers</li> <li>5.My family (opinions &amp; descriptions)</li> <li>7.My pets (opinion &amp; descriptions)</li> <li>6. Revising how to give personal information.</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak, and write information and opinions describing personal details about themselves and their</p>	<p><b>Describing where I live</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about where you are live &amp; describing where you live</li> <li>2.My house/ my bedroom (opinion and descriptions)</li> <li>3.Talking about places in town and what activities one can do</li> <li>4.Describing your town using 'there is' and 'there isn't'</li> <li>5.Describing what you can do in your town using 'we can..'</li> <li>6.Revising how to give and justify your opinion</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing where they live, their</p>	<p><b>Describing school life</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about school subjects I am study &amp; giving my opinion</li> <li>2.Describing teachers / talking about my school timetable.</li> <li>3.Revision on days, months, numbers &amp; school equipment.</li> <li>4.Describing my uniform (opinion &amp; colours)</li> <li>5. Talking about school rules</li> <li>6. Daily routine using reflexive Verbs.</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their school and school subjects.</p>	<p><b>Food &amp; Drinks</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Food and drinks &amp; meals of the day</li> <li>2.Giving your opinion on food</li> <li>3.Revisiting daily routine &amp; time markers</li> <li>4.Describing my diet &amp; Healthy vs unhealthy lifestyles</li> <li>5.Looking at the school canteen menu</li> <li>6.Describing meals and dishes for celebrations</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their preferences for food habits and</p>	<p><b>Free time</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about what you like doing (preferences)</li> <li>2.Talking about what sports you do</li> <li>3.Talking about hobbies (TV, cinema, music, internet)</li> <li>4.Talking about what you do with your friends using 'on' &amp; 'nous'</li> <li>5. Talking about last weekend / next weekend</li> <li>6. Talking about sports celebrities &amp; role models</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their free time activities <b>Grammar:</b> Applying more complex opinion</p>	<p><b>Holidays</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Countries &amp; Languages</li> <li>2.Going on holidays &amp; methods of transport</li> <li>3.Activities during my holidays</li> <li>4.Talking about a past holiday</li> <li>5.Talking about an ideal holiday</li> <li>6. Present &amp; Near Future (using 2 tenses together)</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their holidays <b>Grammar:</b> Applying more complex opinion</p>

<p>participle, adjective, adverb, pronoun, relative pronouns), phonics, translation skills into and from the Target Language (TL)</p> <p>● <b>Grammar:</b> Structures of two tenses in the first person and recognition of the third person and plural forms. Simple subordinate clauses and a range of adjectives to describe people and give opinions, negative articles.</p> <p><b>Assessment:</b> Memory recall activity from KO at start of every lesson. Mid-term quiz to review content before assessment. End of term assessment testing listening, reading, translation and writing skills.</p>	<p>family <b>Grammar:</b> Students learn to use regular verbs in present tense in first person. They learn to use the definite and indefinite article for masculine and feminine as well as learn the rules about adjective endings.</p> <p><b>Students will be able to:</b> Write approximately 40 words about themselves from memory including accurate 1st person verbs</p>	<p>house and room <b>Grammar:</b> Students learn to use adjectival agreement describing their opinions. Students will learn to use regular verbs in present tense with 1st, 2nd, 3rd person. Students will learn to spot the conditional tense describing ideal situations.</p> <p><b>Students will be able to:</b> Write 40-50 words about where they live from memory including opinions and adjectives.</p>	<p><b>Grammar:</b> Students learn to use adjectival agreement describing their opinions, possessive articles. Students deepen their knowledge of regular verbs in present tense in first person including radical changing verbs.</p> <p><b>Students will be able to:</b> Speak answers from memory to 5 questions in the TL about school in a conversation giving opinions</p>	<p>special meals. <b>Grammar:</b> Applying more complex opinion phrases and adjectives. Mastery of correct adjectival agreements and word order in relation to adjective position in a sentence. Applying negative phrases.</p> <p><b>Students will be able to:</b> Write 40-50 words about what they like to eat.</p>	<p>phrases and adjectives. Mastery of correct adjectival agreements and word order in relation to adjective position in a sentence. Expanding sentences and justifying opinions by giving a reason.</p> <p><b>Students will be able to:</b> Write 40-50 words about what they like to do in their free time and why.</p>	<p>phrases and adjectives. Mastery of using 2 tenses including si clauses. The above <b>will be enhanced</b> through the addition of greater depth of vocabulary, recall of different tenses learnt over Year 7 and verb forms in all pronouns Developing ability to write/speak chunks of sentences using verbs correctly. Applying awareness of tenses by using past, present and future verbs in set phrases. Applying question words and phrases to elicit information from other people.</p>
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YEAR 8	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Curriculum intent</b>	Aut 1 Big idea: Identity & Culture	Aut 2: Big Idea: School	Sp 1 Big Idea: Identity & Culture	Sp 2 Big Idea: Identity & Culture	Sum 1 Big Idea: Identity & Culture	Sum 2 Big Idea: International & Global dimension
<p><b>Year 8 begins</b> with a unit on Free time activities which provides a very logical platform for revisiting a familiar topic.</p> <p>Language and grammar points learnt in years 7 and 8 are also <b>revisited and built upon</b> ensuring students can understand <b>familiar topics in greater depth</b>, with longer and more complex reading and listening tasks.</p> <p><b>By the end of Year 8</b>, students need to build on their knowledge from Year 7 to master:</p> <ul style="list-style-type: none"> <li>• <b>Translation skills</b> into and from the TL using longer texts which will increase cultural awareness.</li> <li>• <b>Grammar:</b> Irregular verbs in the present tense, Future and perfect tense conjugations and use the modal verbs in the first, second and third person singular and in the conditional tense in the first person singular. They will also know a wider variety of adjectives and use extended sentences to form justified opinions.</li> <li>• <b>Vocabulary</b> - learn and revise vocabulary often</li> </ul>	<b>My free time</b>	<b>Describing school life</b>	<b>Healthy living</b>	<b>Family relationships &amp; friendships</b>	<b>Daily routines</b>	<b>Around town</b>
	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Saying what you like doing using opinion verbs.</li> <li>2.Describing what other people do using the 3<sup>rd</sup> person.</li> <li>3.Talking about your daily routine using reflexive verbs and time markers.</li> <li>4.Talking about activities and the weather</li> <li>5.Revising free time activities (sports &amp; hobbies, TV shows, reading)</li> <li>6 Describing my weekend using 2 tenses (Present and Future)</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and</p>	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Review school subjects from Y7 &amp; Recall up to 8 high level adjectives to describe subjects and teachers</li> <li>2. Describing my school</li> <li>3.Describing school life in different countries</li> <li>4. Describing my school routine</li> <li>5.Describing and expressing an opinion on school rules</li> <li>6.Describing and expressing an opinion on school uniform</li> </ol> <p><b>Vocabulary:</b> Students can confidently understand</p>	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Review food and drinks from Y7 &amp; Recall up to 8 high level adjectives to describe food.</li> <li>2. Comparing healthy vs unhealthy diet &amp; describing my diet</li> <li>3. Describing meals &amp; dishes for celebrations</li> <li>4.Going out to a restaurant &amp; ordering food</li> <li>5. Talking about body parts</li> <li>6. Illness and solutions</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to,</p>	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Review family members from Y7 &amp; Recall up to 8 high level adj. to describe personality traits</li> <li>2.Talking about my family</li> <li>3.Friendships &amp; describing my best friend</li> <li>4. Activities I do with my family and friends</li> <li>5. What makes a good friend</li> <li>6.Talking about a person I admire and explaining why</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and</p>	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Recall up to 10 daily routines using reflexive verbs in Present tense</li> <li>2.Talking about leisure activities</li> <li>3, Describing the types of TV shows you watch and films.</li> <li>4.Expressing and justifying your opinion on using technology e.g mobile phone</li> <li>5.Advantages and Disadvantages of social media</li> <li>6.Guided practice - writing an article for a magazine explaining what type of technology you use.</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak</p>	<p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Recall rooms in the house &amp; recognise different types of homes.</li> <li>2.Describing a friend's house.</li> <li>3. Talking about places in a town.</li> <li>4.Discussing going out / talking about future plans for the weekend.</li> <li>5. Asking for directions</li> <li>6. Environmental problems in my city</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to,</p>

<p>which will be assessed in class.</p> <p><b>Assessment:</b> Memory recall activity from KO at start of every lesson. Mid-term quiz to review content before assessment. End of term assessment testing listening, reading, translation and writing skills.</p>	<p>opinions describing their free time activities, sports, Students will develop higher level reading/ listening skills as well as improving present, and future tense skills <b>Grammar:</b> can use Present and near Future of key verbs; opinion verbs; adding a reason to justify opinions.</p> <p><b>Students will be able to:</b> Write 50-90 words describing their free time hobbies with greater variety of opinions and using at least 2 tenses. They will also demonstrate skills in reading/listening, translation &amp; grammar</p>	<p>statements and can understand longer passages, can identify and extract key information about others school life. <b>Grammar:</b> can identify the use of comparatives, superlatives and different tenses.</p> <p><b>Students will be able to:</b> Write approx. 50-60 words describing their school and opinions about school uniform including dream uniform – this might take the form of a spoken conversation. They will also demonstrate skills in reading and translation and grammar</p>	<p>speak and write information and opinions describing a variety of food/drink. Students improve learning on adjective endings describing food, talk about their opinions on food. <b>Grammar:</b> can use Present and near Future of key verbs; opinion verbs; adding a reason to justify opinions. <b>Students will be able to:</b> hold a conversation of approx. 3 mins about foods, they like and dislike justifying their opinions. Expressing in speech and writing details about diet and lifestyle. Understanding verb conjugation with variety of pronouns in present &amp; future tenses. Developing ability to write/speak whole sentences using verbs.</p>	<p>opinions describing themselves, their relationships with family members, opinions on friendship and role models. <b>Grammar:</b> can use time markers, a range of connectives and 2 tenses</p> <p><b>Students will be able to:</b> write approx. 30-50 words on the theme of relationships and themselves. They will improve skills on verb accuracy in present and future tenses.</p>	<p>and write information and opinions describing social media, TV and careers. Greater emphasis on building longer opinions using more complex adjectives. <b>Grammar:</b></p> <p><b>Students will be able to:</b> Write approx. 50-60 words describing how they use media/TV and their opinions towards it. this might take the form of a spoken conversation. (role play). They will also demonstrate skills in reading and translation and grammar</p>	<p>speak and write information and opinions describing where they live and the environment. Students will develop skills with modal verbs, as well as enhancing their reading and listening abilities in exam skills. <b>Grammar:</b></p> <p><b>Students will be able to:</b> Write 50-60 words about town including the present tense, a description of home and bedroom, basic opinions, adjectives and what you can do in your town. Some students (challenge) will use the third person to describe their friend's town and house.</p>
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YEAR 9	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Curriculum intent	Aut 1 Big idea: School	Aut 2 Big Idea: Identity & Culture	Sp 1 Big Idea: Local area, holiday & travel	Sp 2 Big Idea: International & Global dimension	Sum 1 Big Idea: Local Area, Holiday & Travel	Sum 2 Big Idea: International & Global dimension
<p><b>In year 9</b>, the units we cover help bridge the gap to Key Stage 4 by introducing some key GCSE topics such as <b>environment or future plans</b>. This allows students to see how everything they have learned in KS3 will be a relevant stepping stone onto further developing and understanding the language in KS4</p> <p><b>By the end of Year 9</b>, students will be able to form more complex opinions using a wider range of structures to describe, narrate and inform.</p> <p>• <b>Grammar:</b> Present, Perfect, future and Imperfect tenses, relative pronouns, modal verbs, separable and reflexive verbs, a wider range of adjectives to describe people and activities.</p>	<p><b>My school life &amp; career plans</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Revising school subjects &amp; opinions on school and teachers</li> <li>2.Talking about school rules</li> <li>3.Describing my uniform</li> <li>4.Describing the ideal school</li> <li>5.Describing your strengths and weaknesses as a student</li> <li>6.Talking about careers and future plans</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their school routine. <b>Students will also use the present &amp; future tense of</b></p>	<p><b>My family &amp; friends</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Revision on family description</li> <li>2.Friendships &amp; describing other people</li> <li>3.What makes a good friend</li> <li>4.Family and relationships &amp; Role models</li> <li>5. Comparing the person I was to who I am now</li> <li>6. Talking about a person I admire and why</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions</p>	<p><b>My area -Where I live</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about places in the city &amp; shops</li> <li>2.Describing the features of a region using adjectives</li> <li>3.Talking about activities in my town/city</li> <li>4.Talking about problems in my city/town</li> <li>5. Describing my city: now and then</li> <li>6.Guided practice -writing an article for a magazine describing my town.</li> </ol> <p><b>Vocabulary:</b></p>	<p><b>Environment</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about environmental problems</li> <li>2.Talking about solutions</li> <li>3. Problems in society</li> <li>4.Contributing to society</li> <li>5.Volunteering and charity work</li> <li>6. Talking festivals and music events</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing</p>	<p><b>Holidays</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Recall at least 15 countries and nationalities</li> <li>2.Describing activities &amp; things you do on holiday</li> <li>3. Describing hotel facilities &amp; making a hotel booking (role play)</li> <li>4. Describing a past holiday</li> <li>5. Describing a disastrous holiday</li> <li>6. Describing an ideal holiday</li> </ol> <p><b>Vocabulary:</b> Extract key information about other's holiday locations, activities, preferences, hotels,</p>	<p><b>Music festivals &amp; sport events</b></p> <p><b>Knowledge Content:</b></p> <ol style="list-style-type: none"> <li>1.Talking about international sporting events</li> <li>2.Considering global issues</li> <li>3.Volunteering</li> <li>4. Revision of 'My area'</li> <li>5. Revision of 'Environment'</li> <li>6.Guided practice: Writing and Reading comprehension</li> </ol> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing environmental and social problems. Students will</p>

- Translation skills into and from the TL.
- The development of picture-based tasks for developing writing and speaking skills.

- Developing how to read and listen for detail and working out meanings from different contexts.

**Assessment:** Memory recall activity from KO at start of every lesson. Mid-term quiz to review content before assessment. End of term assessment testing listening, reading, translation and writing skills.

the verb 'to wear' with no support. Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills.

**Grammar:**

**Students will be able to:** Complete a short piece of writing describing their life at school, including a variety of justified opinions, and describing their school uniform using the present and near future tense. Developing ability to listen and read and to select key details in listening and reading.

describing family and relationships, They will write more complex opinions about who they get on with and why and problems in the family.

Enhancements made to adjective endings and future tense. **Grammar:**

**Students will be able to:** Write 60-90 words describing their relationships using reflexive verbs correctly. Expressing in speech and writing details about friendships and relationships. Developing skills in answering longer written questions in TL. Developing ability to write/speak complex descriptions of yourself and family members describing physical and personality

Students learn to read, listen to, speak and write information and opinions describing where they live and the environment. Students will develop skills with modal verbs, as well as enhancing their GCSE reading and listening abilities in exam skills.

**Grammar:** Students will concentrate on foundation vocabulary and learning verb structures in conditional and higher reading skills. **Students will be able to:** Complete a grammar, translation and a reading assessment. Developing awareness of Strategies to understand longer reading questions

environmental problems. Students will develop skills with modal verbs, as well as enhancing their reading and listening abilities in exam skills. **Grammar:** Confidently use the present tense without support. Form and use si clauses followed by the present tense without support. Confidently use the conditional mood without support.

**Students will be able to:** Write 50-60 words about what is important in their lives using at least 3 tenses including si clauses.

essential items. Extract key information from an authentic recording of a hotel reservation. **Grammar:** can use new and previously learnt tenses, and can recognise with confidence vocabulary from previous topics.

**Students will be able to:** create a piece of writing on their usual holiday routines and well as their future holiday intentions. using the present, near and simple future tenses.

develop skills with modal verbs, as well as enhancing their reading and listening abilities in exam skills. **Grammar:** Confidently use the present tense without support. Form and use si clauses followed by the present tense without support. Confidently use the conditional mood without support.

**Students will be able to:** Write 40-50 words describing events in the past tense about a festival or tradition, narrating the events using the past tense with higher level opinions. They will also perfect their speaking ability through longer photocard descriptions. They will also demonstrate skills in reading/listening and translation and grammar

**MFL KS4 CURRICULUM MAP**

## Big Ideas:

- Identity & Culture
- Local Area, Holiday & Travel
- School
- Work & Future Aspirations
- International & Global Dimension

At Key Stage 4, teaching needs to build on prior knowledge acquired during KS3. Pupils will be taught how to communicate in more sophisticated ways. They will consolidate their knowledge of the three main tenses (Present, Perfect and Future). Most students will be taught and have an awareness of other tenses (conditional, subjunctive, pluperfect, imperfect and passive). Higher candidates will need to master at least two of these additional tenses. They will acquire more in-depth knowledge of the Geography and Culture of France through the learning of festivals, holiday destinations and important landmarks. Additionally, the MFL cultural and cross curricular trip provides a valuable learning experience outside of the classroom. They will have more exposure to exam style questioning and the skills needed to be successful.

YEAR 10	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Curriculum intent</b>	Aut 1 Big idea: International & Global dimension	Aut 2 Big Idea: Identity & Culture	Sp 1 Big Idea: Local Area, Holiday & Travel	Sp 2 Big Idea: School	Sum 1 Big Idea: Work & Future aspirations	Sum 1 Big Idea: Local Area, Holiday & Travel
<b>By the end of Year 10,</b> students will be confident using the three main tenses and higher candidates will be able to use the conditional confidently. They will have consolidated their skills to describe, narrate and inform on the topics of: Daily life at home and at school, Holidays & Local area. ● <b>Grammar:</b> Conditional and Future tenses. ● Translation skills into and from the TL.  ● The development of <b>picture-based tasks</b> for developing writing and speaking skills.	<b>Environment</b>	<b>All about me &amp; people around me</b>	<b>My city</b>	<b>My school life</b>	<b>My future plans</b>	<b>Holidays</b>
	<u><b>Knowledge Content:</b></u> 1. Revision of KS3 content + Threats to the environment + ways to protect the environment Environment / problems & solutions 2.Recall and discuss a variety of social problems 3. Describing charity work 4.Talking about big events 5.Volunteering	<u><b>Knowledge Content:</b></u> 1.Revision on family description 2.Friendships 3.What makes a good friend 4.Comparing the person I was to who I am now 5.Talking about a person I admire and why	<u><b>Knowledge Content:</b></u> 1.Talking about places in town 2. Talking about what activities one can do around the city. 3.Talking about problems in my city/town 4. Revision of KS3 content how town has changed over time, what you	<u><b>Knowledge Content:</b></u> 1.Revision of KS3 content - (subjects/opinions) 2.Talking about school rules 3.My school uniform & opinion 4. Talking about what you did at school recently 5.Talking about what you would	<u><b>Knowledge Content:</b></u> 1. Revision of KS3 content + Talking about jobs and work places 2.Discussing jobs & work preferences 3.Discussing career choices. Using best/worst. Using the best/the worst thing. 4 Describing your strengths and	<u><b>Knowledge Content:</b></u> 1.Revision of KS3 content + Threats to the environment + ways to protect the environment 2.Describing activities & things you do on holiday 3. Describing hotel facilities & making a hotel booking (role play)

<p>• Developing how to read and listen for detail and working out meanings from different contexts. Students will also be exposed to literary texts and recognising the imperfect tense.</p> <p><b>Assessment:</b> Memory recall activity from KO at start of every lesson. Mid-term quiz to review content before assessment. End of term assessment testing listening, reading, translation and writing skills.</p>	<p>6.Guided practice: Photocard description and Writing (the 20 marker)</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing environmental problems and suggesting solutions. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary Idiomatic language</p> <p><b>Students will be able to:</b> <b>FOUNDATION:</b> Answer the Q1-Photocard question using Present tense and Opinion (12 marker) <b>HIGHER</b> Answer the 90-word writing question using 3 tenses and opinion/reasons (20 marker)</p>	<p>6.Talking about activities and things I like to do with my family and friends.</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing family relationships and friendships. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary &amp; Idiomatic language</p> <p><b>Students will be able to: FOUNDATION:</b> Answer the Q1-Photocard question using Present tense and Opinion (12 marker) <b>HIGHER:</b>Answer the 90-word writing question using 3 tenses and</p>	<p>would change about town.</p> <p>5. My ideal city</p> <p>6. Guided practice -writing an article for a magazine describing my town (the 90 word-question)</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their town/local area. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary &amp; idioms</p> <p><b>Students will be able to: FOUNDATION:</b></p>	<p>change about school.</p> <p>6. Comparing my school with other countries</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing school. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary &amp; idioms</p> <p><b>Students will be able to: FOUNDATION: &amp; HIGHER</b> Answer the 90-word writing question using 3 tenses and opinion/reasons (20 marker)</p>	<p>weaknesses as a student</p> <p>5. Talking about careers and future plans</p> <p>6.Volunteering, training (incl work experience), job v university.</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their future plans. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary &amp; idioms</p> <p><b>Students will be able to: FOUNDATION: &amp; HIGHER</b> Answer the 90-word writing question using 3 tenses and</p>	<p>4. Describing a past holiday</p> <p>5. Describing a disastrous holiday</p> <p>6. Describing an ideal holiday</p> <p><b>Vocabulary:</b> Students learn to read, listen to, speak and write information and opinions describing their holidays. <b>Students will also use 3 tenses with no support.</b> Students will also develop higher level reading/ listening skills as well as improving present, and future tense skills</p> <p><b>Grammar:</b> Reasons Opinions Qualifiers Connectives Time expressions Negatives Tenses Fancy vocabulary &amp; idioms</p> <p><b>Students will be able to: FOUNDATION: &amp; HIGHER</b> Answer the 90-word writing question using 3 tenses and</p>
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		opinion/reasons (20 marker)	<b>&amp; HIGHER</b> Answer the 90-word writing question using 3 tenses and opinion/reasons (20 marker)		opinion/reasons (20 marker)	opinion/reasons (20 marker)
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YEAR 11	AUTUMN TERM		SPRING TERM		SUMMER TERM
<p><b>By the end of Year 11</b>, the focus will be on consolidating the skills learnt and developing their knowledge of vocabulary on the topics of - World of Work and Global and International Issues.</p> <ul style="list-style-type: none"> <li>An emphasis will be placed on ensuring that students are actively revising and producing language from the previous years to be successful in the Speaking and Writing components of the course.</li> <li>Reading and Listening skills will be practised</li> <li>Through the above activities, the grammar aspects of the course will be further revisited and consolidated.</li> </ul>	<b>Aut 1</b> <b>Big idea:</b> <b>International &amp; Global dimension</b>	<b>Aut 2</b> <b>Big Idea:</b> <b>Identity and Culture</b>	<b>Spring 1</b> <b>Big Idea:</b> <b>School</b>	<b>Spring 2</b> <b>Big Idea:</b> <b>Local Area, Hoildays &amp; Travel</b>	<b>GCSE Exams</b>
	<b>Environment</b>	<b>All about me and my family and my friends</b>	<b>School &amp; Future plans</b>	<b>Holidays</b>	
	<u><b>Knowledge Content:</b></u>  1. Revision of KS3 content + Threats to the environment + ways to protect the environment Environment / problems & solutions  <b>Vocabulary:</b> Extract key information on environmental issues through exam style reading tasks (fill in the gaps, true/ false / not mentioned) Answer questions in the TL (section B on exam paper)	<u><b>Knowledge Content:</b></u>  1.Revision of KS3 content + relationships with parents, friends, ideal partner, marriage.  <b>Vocabulary:</b> Extract key information on family relationships through exam style reading tasks (fill in the gaps, true/ false / not mentioned) Answer questions in the TL (section B on exam paper)	<u><b>Knowledge Content:</b></u>  1.Revision of KS3 content + school life, rules, school uniform, future plans  <b>Vocabulary:</b> Extract key information on family relationships through exam style reading tasks (fill in the gaps, true/ false / not mentioned) Answer questions in the TL (section B on exam paper)	<u><b>Knowledge Content:</b></u>  1.Revision of KS3 content + destinations, past holidays, ideal holidays  <b>Vocabulary:</b> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in	

<p><b>Progress is assessed throughout KS4</b> through the use of regular and standardised assessments in all 4 skills. Students will also have the opportunity to practice their speaking skills in formal mock exams at the end of Year 10 and during the Autumn and Spring terms of Year 11. There will also be formal mock exams for the other three skills in Year 11. All these assessments require revision and recall skills and the effective use of home learning opportunities.</p>	<p>Identify the use of different tenses to describe environmental problems.</p> <p><b>Students will be able to:</b> Complete a piece of writing in the style of the exam (90 or 150 words) on environmental problems. Foundation students should use the present and conditional mood. Higher students should use 4 tenses.</p>	<p>Identify the use of different tenses to describe environmental problems.</p> <p><b>Students will be able to:</b> Complete a piece of writing in the style of the exam (90 or 150 words) on family / hobbies and friends. Foundation students should use the present and conditional mood. Higher students should use 4 tenses.</p>	<p>Identify the use of different tenses to describe environmental problems.</p> <p><b>Students will be able to:</b> Complete a piece of writing in the style of the exam (90 or 150 words) on school and future plans. Foundation students should use the present and conditional mood. Higher students should use 4 tenses.</p>	<p>preparation for writing, reading and listening exams.</p> <p><b>Students will be able to:</b> Complete a piece of writing in the style of the exam (90 or 150 words) on family / hobbies and friends. Foundation students should use the present and conditional mood. Higher students should use 4 tenses.</p>	
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### MFL KS5 Curriculum map

## Big Ideas for A level French

- **Theme 1** : Les changements dans la société française
- **Theme 2** : La culture politique et artistique dans les pays francophones
- **Theme 3** : L'immigration et la société multiculturelle française
- **Theme 4** : L'Occupation et la Résistance

**Book study** : No et moi, *Delphine de Vigan*

**Film study**: La Haine, *Matthieu Kassovitz*

YEAR 12	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Curriculum intent	Aut 1 <b>Theme 1: The evolution of French Society</b>	Aut 2 <b>Theme 1: The evolution of French society</b>	Sp 1 <b>Theme 2: Artistic culture - Music and Festivals</b>	Sp 2 <b>Theme 2: Artistic culture - Music and Festivals</b>	Sum 1 <b>Theme 1: The world of work</b>	Sum 2 <b>Research project – introduction</b>
<p><b>Y12 students</b> complete the <b>A level Bridging project</b> booklet over summer. The booklet is designed to support Y12 in the transition from GCSE to A Level and also support both the vocabulary as well as the appreciation of literature and film. This will introduce them to A level topics and help them build on what they covered at GCSE. It allows students to progress to Year 12 with confidence and begin</p>	<p><b>Family</b></p>	<p><b>Evolution of marriage</b></p>	<p><b>Music</b></p>	<p><b>Cinema -Media</b></p>	<p><b>Volunteering</b></p>	<p><b>Revision of all topics, skills.</b></p>
	<p><b><u>Knowledge Content</u></b></p> <p>Students learn to read, listen to, speak and write information and opinions describing changes in the family and family relationships. They will enhance learning narrating past tense events, developing complex language about family and improving knowledge of different past tenses.</p> <p><b>Differentiation:</b> All students will need scaffolding to</p>	<p><b><u>Knowledge Content</u></b></p> <p>Students learn to read, listen to, speak and write information and opinions describing women rights, sexism and gay rights with the relevant cultural aspects and vocabulary.</p> <p><b>Grammar:</b> Nouns, genders and plurals Modes of address Quantifiers/intensifiers</p>	<p><b><u>Knowledge Content</u></b></p> <p>Students learn about artistic culture (through music and festivals and traditions) and political and artistic culture (through media).</p> <p><b>Grammar:</b> Adjectives, agreements and position</p>	<p><b><u>Knowledge Content:</u></b></p> <p>Students learn about a variety of aspects of French cinema; major developments in the evolution of French cinema from its beginning to now.</p> <p><b>Grammar:</b> Present subjunctive with Verbs of necessity, obligation,</p>	<p><b><u>Knowledge Content:</u></b></p> <p>Students examine the voluntary sector in France and the range of work volunteers provide benefits of voluntary work for those that are helped and how beneficiaries request help + for those that do it and for</p>	<p><b><u>Knowledge Content:</u></b></p> <p>Revision of all topics, skills. IRP started. Speaking mock. Mock exams. The independent research project is introduced prior to the summer break to students, to allow them the opportunity to review material available around their areas of interest during the summer break.</p>

<p>the course with a solid foundation.</p> <p><b>A level skills – themes</b> Students are required to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Responding to spoken text in writing, showing understanding of the main points, gist and detail</li> <li>• Responding to written text in writing and speaking, showing understanding of the main points, gist and detail</li> <li>• Summarising a written text in speaking (Theme 1)</li> <li>• Summarising a spoken text in writing</li> <li>• Translating into &amp; from French</li> <li>• Demonstrating knowledge and understanding of the social and cultural context of the target language through discussion of a theme</li> <li>• Expressing viewpoints and justifying opinions</li> <li>• Developing an argument and</li> </ul>	<p>access the higher level at the start. Due to smaller class sizes, weaker students can be focused on individually and the teacher can ensure that the basic grammar and vocabulary is solid.</p> <p><b>Skills focus:</b> Students will be able to answer longer reading/listening questions relating to the topic. They will also have extended their speaking ability in holding longer conversations with increased accuracy about the current topic</p>	<p>Present tense of regular, irregular and modal verbs Subject pronouns Using the present tense Using Reflexive verbs</p> <p><b>Skills focus:</b> Summarising a written text in speaking</p> <p>Summarising a spoken text in writing</p>	<p>Definite, indefinite and partitive articles Perfect tense</p> <p><b>Skills focus:</b> Listening and responding Reading and responding (Examination skills for Paper 1 – listening and reading)</p> <p>Film study: La Haine</p> <p>Book study: No et moi</p>	<p>emotion personal expressions conjunctions of time Questions and commands</p> <p><b>Skills focus:</b> Reaching a logical conclusion</p> <p>Film study: La Haine</p> <p>Book study: No et moi</p>	<p>society as a whole.</p> <p>THEME 1 and Theme 2 Content: all Y12 topics. Grammar: all Y12 grammar. Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>Skills:</b> Conducting, organising and using research Planning, project management and time management Collecting data and evidence</p>
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reaching a logical conclusion.

YEAR 13	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Curriculum intent	Aut 1 Theme 3: Multiculturalism	Aut 2 Theme 3: Multiculturalism	Sp 1 Theme 4: Aspects of Political Life	Sp 2 Theme 4: Aspects of Political Life	Sum 1 THEME 1 and Theme 2 Content: all topics. Grammar: all Y12 grammar.	A level Exams
<p><b>A level skills – literature/film</b></p> <p>In the study of the literary text/film students also need to develop the following skills:</p> <ul style="list-style-type: none"> <li>Critically analysing the work</li> <li>Evaluating the form and techniques used in the work</li> <li>Presenting and justifying viewpoints</li> <li>Developing logical arguments to persuade</li> <li>Relating the work to key concepts, issues and the social context</li> <li>Writing a critical response.</li> </ul> <p>Literary Vocabulary Instruction</p>	<p><b>Immigration</b></p> <p><u>Knowledge Content</u></p> <p>THEME 1 and Theme 2 Content: all Y12 topics. Grammar: all Y12 grammar.</p> <p>Students learn to read, listen to, speak and write vocabulary related to multiculturalism in French society including immigration, racism and xenophobia.</p> <p><b>Grammar:</b> present, past, imperfect and compound verb tenses will be learnt by the students.</p>	<p><b>immigration</b></p> <p><u>Knowledge Content</u></p> <p>Students continue to learn to read, listen to, speak and write vocabulary related to multiculturalism in French society including immigration, racism and xenophobia.</p> <p><b>Grammar:</b> present, past, imperfect and compound verb tenses will be learnt by the students.</p>	<p><b>Political culture in France</b></p> <p><u>Knowledge Content</u></p> <p>Students learn to read, listen to, speak and write vocabulary related to the French Resistance.</p> <p><b>Listening:</b> students will demonstrate improving listening skills and success rate in practice exam questions. <b>Reading:</b> students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p>	<p><b>Political culture in France</b></p> <p><u>Knowledge Content:</u></p> <p>Students learn to read, listen to, speak and write vocabulary related to the French Resistance and the Vichy Regime (French State). <b>Speaking:</b> students will demonstrate improving speaking skills responding to near native speaker pace of questions and will be able to respond in longer sentences, with longer higher-level vocabulary, correct grammar and increasingly more complex structures</p>	<p><u>Knowledge Content:</u></p> <p>Students to practise developing writing skills focused on essay questions expecting the students to demonstrate their knowledge about the different topics of the novel and the film. During this term we will revise with the students the following: <b>Film 'La Haine':</b> topics of violence, identity, life in the Parisian suburbs, poverty and ??? <b>Novel 'No et moi':</b> topics of family, homelessness, friendship. <b>Writing:</b> students will be ask to develop 300-word essay about the film and</p>	

					<p>the novel They will be expected to prove their knowledge of the topic as well as their grammatical progress in order to asses both skills.</p> <p><b>Grammar:</b> present, past, imperfect and compound verb tenses will be learnt by the students.</p>	
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Direct Vocabulary Instruction

<b>DIRECT VOCABUL ARY</b>	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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INSTRUCTION							
Year 7	Topic	Describing myself	Describing where I live	Describing school life	Food and drinks	Free time	Holidays
	Tier 2/3	<p>normalement/normalemente; toujours/siempre; souvent/a menudo; quelquefois/a veces; rarement/raramente; además/en plus; je trouve ça/me parece; néanmoins/no obstante</p>	<p>Dans ma ville/En mi pueblo On peut/Se puede + infinitive faire des achats/ir de compras bailier/danser sortir/salir J'aime ma ville parce que / me gusta mi pueblo porque grand/grande petit/pequeño beau/hermoso laid/feo</p>	<p>Dans mon collège/en mi colegio il faut/se debe porter l'uniforme scolaire/llevar uniforme escolar faire la queue/hacer cola lever la main/levantar la mano il ne faut pas/no se debe mâcher du chewing gum/comer chicle parler/hablar porter le maquillage/llevar maquillaje</p>	<p>Je mange/como Je bois/bebo Je prends/tomo du poulet/pollo du riz/el arroz de l'eau/agua je mange, tu manges, il/elle mange/como, comes, come au petit-déjeuner/desayuno no au déjeuner/como au dîner/ceno Sain/sano Malsain/malsano Sucré/dulce Épicé/picante</p>	<p>J'aime /Me gusta (+ infinitive) parce que c'est/porque es (+ adjective) intéressant/interesante amusant/divertido ennuyeux/aburrido Je joue/juego je fais/hago au foot/al fútbol au rugby/al rugby au tennis/ al tenis de la natation/natación</p>	<p>je me baigne/nado je me promène/voy de paseo je me repose/y descanso je bronze/tomo el sol aller en France/ir a Francia aller à l'étranger/ir al extranjero aller à la plage/ir a la playa faire du shopping/ir de compras voyager en avion/viajar en avión</p>

Year 8

Topic	My free time	Describing school life	Healthy Living	Family, relationships and friendships	Daily routines	Around my town
Tier 2 /3	<p>J'apprécie / Me chifla</p> <p>Ça me plaît / Me hace feliz</p> <p>Ça me fait rire / me hace reír</p> <p>Ça me détend / me relaja</p> <p>Une perte de temps / una pérdida de tiempo</p> <p>J'ai envie/hâte de / Tengo ganas de</p>	<p>Lo encuentro</p> <p>Me parece</p> <p>Lo que más me gusta</p> <p>Si pudiera, me gustaría</p> <p>Me ayuda</p> <p>Me irrita</p> <p>Me interesa</p> <p>Diría que</p> <p>Ce que j'aime</p>	<p>Es sano/malsano</p> <p>Es azucarado</p> <p>Es salado</p> <p>Es relajante</p> <p>Es bueno para la mente</p> <p>Contiene mucha grasa/fibra</p> <p>Me gusta estar en forma</p>	<p>Mi madre es una persona amable</p> <p>Mi padre es una persona graciosa</p> <p>Soy bastante perezoso/a</p> <p>Me parezco a mi abuelo, tenemos</p>	<p>Me despierto</p> <p>Me levanto</p> <p>Me ducho/Me lavo</p> <p>Me visto</p> <p>Desayuno</p> <p>Me cepillo los dientes</p> <p>Voy al colegio</p> <p>Almuerzo</p> <p>Vuelvo a casa</p> <p>Ceno</p> <p>Me acuesto</p> <p>Je me réveille. Je me lève. Je me lave. Je me brosse les dents</p>	<p>Vivo en... Vivimos en... Mi pueblo esta situado en... El centro El norte/el este/el oeste/el sur Las afueras La costa/El campo</p> <p>Où habites-tu? J'habite dans une maison un appartement une ferme à la campagne à la montagne au bord</p>

<p>Si j'ai le temps / Si tengo tiempo</p> <p>S'il fait beau / Si hace buen tiempo</p>	<p>Ma matière préférée est...</p> <p>Je suis fort en...</p> <p>Je suis doué en...</p> <p>Le/la prof est...</p> <p>Bon/bonne-marrant/marrante</p> <p>Sympa – gentil/gentille</p>	<p>Comment décrire la nourriture?</p> <p>C'est délicieux/délicieuse</p> <p>De bon goût</p> <p>De mauvais goût</p> <p>Sucré/sucrée</p> <p>Amer/amère</p> <p>Salé/sale</p> <p>Savoureux/savoureuse</p> <p>Dégoûtant/e</p> <p>Nul/nulle</p>	<p>el pelo rizado y negro</p> <p>No tenemos nada en común</p> <p>Je m'entends bien avec ma mère parce qu'elle m'écoute.</p> <p>Je me chamaille avec mon frère, on se dispute souvent.</p> <p>Mon modèle s'appelle...</p> <p>Il/elle m'impressionne énormément</p> <p>J'admire sa créativité</p>	<p>Je me douche. Je m'habille. Je prends le petit-déjeuner. Je vais au collège.</p>	<p>de la mer – en ville</p>
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Year 9

Topic	My school life and career plans	My family and friends	My area - describing where I live	Environment	Holidays	Music festivals and sport events
Tier 2/3	<p>Lo mejor/Lo peor</p> <p>(No) Se me da bien</p> <p>(No) Me interesa</p> <p>Lo que más/menos me gusta</p> <p>Si pudiera, me gustaría estudiar/llevar</p> <p>Si fuera el/la director(a)</p> <p>Cuando sea mayor</p> <p>Cuande deje el colegio</p> <p>Ce que j'aime</p> <p>Ma matière préférée est...</p> <p>Je suis fort en...</p> <p>Je suis doué en...</p>	<p>Me chifla/Me mola</p> <p>Tenemos mucho en común</p> <p>Admiro a</p> <p>Te hace reír</p> <p>Te dice la verdad</p> <p>Te acepta</p> <p>Te apoya</p> <p>Te conoce bien</p> <p>Un bon ami c'est quelqu'un</p> <p>Croit en moi.</p> <p>A mon avis les qualités importantes sont</p> <p>Pour moi un bon ami est</p> <p>A mon avis un bon ami n'est pas impatient.</p>	<p>Lo que más me gusta / Ce que j'aime le plus</p> <p>Lo mejor es que / Le meilleur</p> <p>Lo peor es que / Le pire</p> <p>Diría que / Je dirais que</p> <p>Se puede / On peut</p> <p>Si fuera el alcalde / Si j'étais la maire</p> <p>Construiría / Je constuirais</p>	<p>Il/elle lutte/a lutté pour...</p> <p>Lo que me preocupa / Ce qui m'inquièteLo mas importante / Le plus important</p> <p>Hacer todo lo posible / Faire le maximumSe debe / Il fautSi tengo éxito / Si je réussisSi pudiera / Si je pouvais</p> <p>Si tuviera mucho dinero / Si j'étais riche</p>	<p>Quisiera / Je voudrais</p> <p>Lo mejor fue cuando / Le meilleur était</p> <p>Lo pase fenomenal / Je me suis amusé</p> <p>Si tengo tiempo / Si j'ai le temps</p> <p>Si pudiera / Si je pouvais</p> <p>Si tuviera mucho dinero / Si j'étais riche</p>	<p>Lo que me preocupa / Ce qui m'inquièteLo mas importante / Le plus important</p> <p>Hacer todo lo posible / Faire le maximumSe debe / Il fautSi tengo éxito / Si je réussisSi pudiera / Si je pouvais</p> <p>Si tuviera mucho dinero / Si j'étais riche</p>

Year 10

	Le/la prof est...  Bon/bonne-marrant/marrante  Sympa – gentil/gentille  Ce que je n'aime pas  Je suis faible en...	Qui me fait rire.				
<b>Topic</b>	<b>Environment</b>	<b>All about me and people around me</b>	<b>My city</b>	<b>My school life</b>	<b>My future plans</b>	<b>Holidays</b>
Tier 2 /3	Hacer todo lo posible  Ser verde  Me preocupa  Suelo + infinitive  No se debería  Si tengo éxito  Si pudiera  Si tuviera mucho dinero    Sauver la planète	Me chifla/Me mola  Tenemos mucho en común  Te hace reír  Te dice la verdad  Te acepta  Te apoya  Te conoce bien    Je suis bavard(e)  Il est méchant  Nous sommes timides	Lo que más me gusta / Ce que j'aime le plus Lo mejor es que / Le meilleur Lo peor es que / Le pire Diría que / Je dirais que Se puede / On peut  Si fuera el alcalde / Si j'étais la maire Construiría / Je construirais	Lo mejor / Le meilleur  Lo peor / Le pire  (No) Se me da bien / Je (ne) suis (pas) fort(e)  (No) Me interesa / Ça m'intéresse  Hay que / Il faut  Se debería / On devrat  Lo que más/menos me gusta / Ce que	Cuando sea mayor / Quand je serai grand(e)  Cuando termine el colegio / Quand j'aurai fini l'école  Tengo la intención de / J'ai l'intention de  Siempre he querido / J'ai toujours voulu  Sueño con / Je rêve de	Quisiera / Je voudrais Lo pasé fenomenal / Je me suis amusé Si tengo tiempo / Si j'ai le temps  Si pudiera / Si je pouvais Si tuviera mucho dinero / Si j'étais riche Me hubiera gustado / J'aurais aimé

		Protéger la couche d'ozone Utiliser les transports en commun Recycler le papier/ les déchets/ les bouteilles Il faut / il ne faut pas On devrait / on pourrait	Quelquefois on est actif(s)/active(s.) Nous sommes travailleurs/euses. Mes parents sont stricts mais justes Ma sœur est très belle et de taille moyenne		j'aime le plus/moins Si pudiera, me gustaría estudiar/llevar / Si je pouvais, je voudrais étudier/porter Si fuera el/la director(a) / Si j'étais directeur/directrice	Espero / J'espère Si ganara la loteria / Si je gagnais la loterie	
<b>Year 11</b>	<b>Topic</b>	<b>Environment</b>	<b>All about me and people around me</b>	<b>School and future plans-Revision</b>	<b>Holidays - Revision</b>	Exams	
	Tier 2	Hacer todo lo posible Ser verde Me preocupa Suelo + infinitive No se debería Si tengo éxito Si pudiera Si tuviera mucho dinero	Me chifla/Me mola Tenemos mucho en común Te hace reír Te dice la verdad Te acepta Te apoya Te conoce bien Je suis bavard(e)	Lo mejor / Le meilleur Lo peor / Le pire (No) Se me da bien / Je (ne) suis (pas) fort(e) (No) Me interesa / Ça m'intéresse Hay que / Il faut Se debería / On devrait	Quisiera / Je voudrais Lo pasé fenomenal / Je me suis amusé Si tengo tiempo / Si j'ai le temps Si pudiera / Si je pouvais Si tuviera mucho dinero / Si j'étais riche Me hubiera gustado / J'aurais aimé		

<p>Sauver la planète</p> <p>Protéger la couche d'ozone</p> <p>Utiliser les transports en commun</p> <p>Recycler le papier/ les déchets/ les bouteilles</p> <p>Il faut / il ne faut pas</p> <p>On devrait / on pourrait</p>	<p>Il est méchant</p> <p>Nous sommes timides</p> <p>Quelquefois on est actif(s)/active(s.)</p> <p>Nous sommes travailleurs/euses.</p> <p>Mes parents sont stricts mais justes</p> <p>Ma sœur est très belle et de taille moyenne</p>	<p>Hay que / Il faut</p> <p>Se debería / On devrat</p> <p>Lo que más/menos me gusta / Ce que j'aime le plus/moins</p> <p>Si pudiera, me gustaría estudiar/llevar / Si je pouvais, je voudrais étudier/porter</p> <p>Si fuera el/la director(a) / Si j'étais directeur/directric e</p> <p>Lo que más/menos me gusta / Ce que j'aime le plus/moins</p> <p>Si pudiera, me gustaría estudiar/llevar / Si je pouvais, je</p>			
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				voudrais étudier/porter Si fuera el/la director(a) / Si j'étais directeur/directrice			
<b>Year 12</b>		<b>Family</b>	<b>Evolution of mariage</b>	<b>Music</b>	<b>Cinema, Media</b>	<b>Volunteering - revision of all topics</b>	<b>Independent Research project</b>
	Tier 2/3	La tasa de natalidad / Le taux de natalité El matrimonio / Le mariage La ruptura / Le rupture El/La cónyuge / Le conjoint La pareja / un partenaire La cohabitación / le concubinage Pelearse / Se disputer	La casa familia / La maison familiale La expectativa diferente / Une attente différente El fallecimiento / Le décès Jubilarse / Prendre sa retraite Jugar un papel / Jouer un rôle El desequilibrio / Le déséquilibre La crisis economica / La crise économique	Le micro(phone) le refrain le morceau répéter le mouvement populaire la réussite le moyen le rythme le musicien / la musicienne la salle de concert la musique classique	l'acteur (m) connu / l'actrice(f) actress le conte l'actualité court-métrage l'adaptation(f) adapté critiquer l'affiche(f) décerner allumer le décor	Faire du bénévolat Autrui L'atruisme L'egoisme La volonté L'entraide Fournir Consacrer du temps Caricatif L'engagement Lucratif	La question que je voudrais aborder... Je parlerai tout d'abord de... Il s'agit ici de... Par rapport à... Tout d'abord/ premièrement... Donc/ par conséquent/ pour conclure/ en guise de conclusion/ tout compte fait... Il est clair que/ il est évident que/ il va sans dire que...

		Llevarse / S'entendre  La infidelidad / La infidelité  Quedarse soltero / Rester célibataire	Los celos / La jalousie  Transmettre les valeurs familiales  Transmettre les valeurs familiales  La discriminación / La discrimination	s'améliorer to get better  la musique contemporaine  sauvegarder	l'ambiance (f)  demeurer  amusant  démodé  apprécier  le dessin animé  l'audience	La rémunération	On ne peut pas nier que...  On pourrait aller jusqu'à dire que...
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