

# Modern Languages Curriculum

## Key Stage 3

### Aims

- to build on the foundations of language learning at Key Stage 2
- to develop the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core vocabulary and grammar
- to enable students to understand and communicate personal and factual information that goes beyond their immediate needs and interests
- to provide suitable preparation for further study.

### Grammar and vocabulary

Students are taught to:

- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to express and justify opinions and take part in discussions about wider issues
- 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
- use accurate grammar, spelling and punctuation

### Linguistic competence

Students are 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, 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
- read and show comprehension of original and adapted materials, 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 story extracts, poems, songs and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an 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.

## **Assessment**

We use progress levels at Key Stage 3 to assess overall competence in the foreign language being studied. Students are assessed towards the end of each unit of work using all or a combination of the listening, speaking, reading and writing assessments available.

## **Homework**

Homework is set in accordance with the Academy policy. It is normally a combination of a reading/writing task and/or a learning homework. Learning homework involves the committing to memory of vocabulary or a grammatical structure (e.g. an irregular verb). It is very important that learning homework is done thoroughly, as a secure knowledge of vocabulary and grammar provides the foundation for successful language learning.

## **Revision**

Students are made aware of what will be assessed in end of unit assessments. They are encouraged to revise using a combination of the work in their exercise books and the revision/vocabulary sheets issued. It is essential that they apply the revision techniques for committing key language and grammar to memory and dedicate sufficient time to preparing for assessments. These revision techniques are covered with students in lessons.

## **Programme of study**

All students learn French in Year 7. In Year 8, Sets 1 and 2 learn Spanish as a second foreign language and Sets 3 and 4 continue with French. In Year 9 Sets 1 and 2 continue with both languages and Sets 3 and 4 switch to Spanish. At the end of Key Stage 3 students can choose to study either language at GCSE.

# **KEY STAGE 3 FRENCH**

## **Year 7 Term 1**

### **Bienvenue!**

#### **Contextual vocabulary and intercultural understanding**

- Greetings and social conventions
- Basic personal information
- Alphabet
- Numbers 0-31
- Pets

### **Grammar and language learning skills**

- Vowel sounds
- Question forms
- Nouns: gender and plurals

### **Ma famille**

#### **Contextual vocabulary and intercultural understanding**

- Family members
- Numbers 31-69
- Physical appearance
- Personality description
- High frequency words

### **Grammar and language learning skills**

- Possessive pronouns
- French accents
- Adjectival agreement and position
- Basic negatives
- Irregular verbs: *être* and *avoir*

## **Year 7 Term 2**

### **Au collègue**

#### **Contextual vocabulary and intercultural understanding**

- School equipment
- Classroom language
- School subjects
- Telling the time
- French handwriting
- School in France

### **Grammar and language learning skills**

- Expressing and justifying opinions
- Using connectives to extend sentences
- Pronouns
- Present tense of regular verbs
- Improving listening skills

## **Les passe-temps**

### **Contextual vocabulary and intercultural understanding**

- Sports
- Hobbies
- Places in the town
- Frequency phrases

### **Grammar and language learning skills**

- Irregular verb: *faire*
- *jouer + au/à la/aux*
- *faire + du/de la/des*
- Opinion + noun; opinion + infinitive
- *aller + à (au/à la/aux)*
- Immediate future tense (*aller + Infinitive*)

## **Year 7 Term 3**

### **Bon appétit!**

### **Contextual vocabulary and intercultural understanding**

- Ordering snacks and drinks
- French café culture
- Manners and customs
- Quantities of food
- Numbers 70-100
- Shopping for food
- Meals
- Prices: the Euro

### **Grammar and language learning skills**

- *du/de la/des*
- Improving spoken work
- Checking and improving written work
- Using adverbs

## **Year 8 Term 1**

### **Chez moi**

#### **Contextual vocabulary and intercultural understanding**

- Home town/area
- Compass points
- Types of housing
- Rooms in the house
- Furniture
- Colours

#### **Grammar and language learning skills**

- Enumeration
- Using prepositions
- Liaisons
- Writing more detailed descriptions

## **Year 8 Term 2**

### **Mode Ado**

#### **Contextual vocabulary and intercultural understanding**

- Revision of personal information
- Nationality
- Clothes and colours
- Styles of clothing
- The weather
- Dressing for different occasions/weather

#### **Grammar and language learning skills**

- Revision of question forms
- Revision of *être* and *avoir*
- Revision of adjectives
- Using a wider range of connectives
- Irregular verb: *mettre*

## **En forme!**

### **Contextual vocabulary and intercultural understanding**

- Parts of the body
- Accident and illness: describing symptoms
- Healthy lifestyle
- Daily routine

### **Grammar and language learning skills**

- Revision of nouns: gender and plurals
- Using a dictionary
- à + le/la/les
- translating idioms
- The imperative
- Reflexive verbs

## **Year 8 Term 3**

## **On se relaxe!**

### **Contextual vocabulary and intercultural understanding**

- Television in France
- Film genres
- 24 hour clock
- Arranging to go out
- Making a phone call
- Making excuses

### **Grammar and language learning skills**

- Expressing and justifying personal preferences
- Modal verbs
- Listening for gist and detail

## **Voyages et vacances**

### **Contextual vocabulary and intercultural understanding**

- Countries and capital cities
- French speaking countries around the world
- Modes of transport
- Shopping for souvenirs
- Different types of holiday accommodation
- Paris monuments
- Asking for directions

## **Grammar and language learning skills**

- *aller à* +town
- *aller en/au/aux* + country
- The perfect tense
- Comparatives

## **Year 9 Term 1**

### **Au boulot!**

#### **Contextual vocabulary and intercultural understanding**

- Part-time jobs and work experience
- Advantages and disadvantages of different jobs
- Pocket money
- Household chores

#### **Grammar and language learning skills**

- Writing persuasively
- Perfect tense + negatives
- Revision of reflexive verbs
- Using different tenses together

## **Year 9 Term 2**

### **Le monde est à toi**

#### **Contextual vocabulary and intercultural understanding**

- Home town and local facilities
- Ways to improve your local area
- Looking after the environment
- Making 'green' resolutions

#### **Grammar and language learning skills**

- Pronouns 'y': liaisons
- *pour* + infinitive
- Word families
- The future tense

## **Year 9 Term 3**

Students start the GCSE course in their preferred language.

# KEY STAGE 3 SPANISH

## Modulo 1     *¡Vamos!*

### Contextual vocabulary and intercultural understanding

- Greetings and social conventions
- Basic personal information
- Alphabet
- Phonics
- The Spanish speaking world
- Classroom language
- School equipment

### Grammar and language learning skills

- Definite and indefinite articles
- Nouns: gender and plurals

## Modulo 2     *En el instituto*

### Contextual vocabulary and intercultural understanding

- School subjects
- Numbers up to 100
- Snacks and drinks

### Grammar and language learning skills

- Giving and justifying opinions
- Adjectival agreement
- Regular present tense verbs
- Using connectives

## Modulo 3     *Mi familia*

### Contextual vocabulary and intercultural understanding

- Family members
- Pets
- Physical appearance
- Personality description

### Grammar and language learning skills

- Adjectival position
- Irregular verbs: ser and tener
- Using texts as a model for creative writing
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## **Modulo 4     *En casa***

### **Contextual vocabulary and intercultural understanding**

- Different types of housing
- Rooms
- Furniture
- Colours
- Daily routine

### **Grammar and language learning skills**

- Stem changing verbs
- Prepositions
- Reflexive verbs
- Adding detail
- Writing longer passages

## **Modulo 5     *El tiempo libre***

### **Contextual vocabulary and intercultural understanding**

- Leisure activities
- Sports
- Telling the time

### **Grammar and language learning skills**

- Irregular verbs: salir/hacer/ir
- Immediate future tense ( ir + Infinitive)

## **Modulo 6     *En la ciudad***

### **Contextual vocabulary and intercultural understanding**

- Home town and local facilities
- Giving directions
- Talking about the weather
- Arranging to go out

### **Grammar and language learning skills**

- Comparatives
- Using a wider range of connectives
- Irregular verb: querer
- Using two tenses together

# KEY STAGE 4 FRENCH

## Overview

The Key Stage 4 French course is designed to prepare students for the Edexcel GCSE examination. Students are taught to develop the ability to use French effectively for practical communication in a wide variety of everyday situations. The course consists of four units based on the following skills: speaking, listening, reading and writing. The GCSE combines controlled assessment of speaking and writing skills (60%) with Foundation or Higher tier external examinations for the listening and reading units (40%). The controlled assessment themes include: Media and culture, Sport and leisure, Travel and tourism and Business, work and employment. Common topic areas for reading and listening include: Out and About, Customer service and transactions, Personal information and Future plans, education and work. The two year course provides a sound base of the skills, language and attitudes required for further study, work and leisure.

## Assessment

We use predicted grades to indicate progress and competence in the foreign language being studied. Students are assessed towards the end of each unit of work using past examination papers for reading and listening and controlled assessment tasks for speaking and writing.

## Homework

Homework is set in accordance with the Academy policy. It is normally a combination of a reading/writing task and/or a learning homework. Learning homework involves the committing to memory of vocabulary or a grammatical structure (e.g. an irregular verb). It is very important that learning homework is done thoroughly, as a secure knowledge of vocabulary and grammar is essential for success in the GCSE examinations.

## Revision

Students are made aware of what will be assessed in the examinations and in the controlled assessment tasks. They are encouraged to revise using a combination of the work in their exercise books and the revision guides recommended by the department. It is essential that they apply the revision techniques for committing key language and grammar to memory and dedicate sufficient time to preparing for assessments. These revision techniques are covered with students in lessons.

## Programme of study

The order in which the units are studied depends on the controlled assessment tasks selected for each group. Students begin the GCSE course in the summer term of Year 9, where they essentially revise the grammar and key language from KS3. Controlled assessment tasks are completed in Year 10 and in the autumn term of Year 11. After that, time is dedicated to covering the remaining examination content and improving listening and reading skills in preparation for the terminal exams. After Easter in Year 11, the last few weeks leading up to the exam are spent revising and honing exam technique. Students are encouraged to buy revision guides and use these along with their exercise books and suggested online resources, to revise at home and ensure they are thoroughly prepared.

## **Module 1      Moi**

### **Contextual vocabulary and intercultural understanding**

- Talking about yourself & others
- Saying what you like & don't like doing
- Talking about your family
- Saying what your parents do
- Talking about your friends
- Describing famous sports people
- Saying what you have done and are going to do

### **Grammar and language learning skills**

- Revision of key present tense forms
- *Aimer* + infinitive
- Reflexive verbs
- Gender of nouns
- Using possessive adjectives
- Adjective agreement
- The perfect tense
- Using the infinitive to express *-ing*
- The near future tense

## **Module 2      Mon temps libre**

### **Contextual vocabulary and intercultural understanding**

- Discussing TV & cinema
- Arranging to go out
- Making excuses
- Describing past events/actions
- Talking about new technologies

### **Grammar and language learning skills**

- Using articles & object pronouns
- Using pronouns after prepositions
- Using modal verbs
- Using the perfect & imperfect tenses\*
- Expressing complex ideas in a simple way
- Using *pour* + infinitive
- Using the comparative

### **Module 3      Là où j'habite**

#### **Contextual vocabulary and intercultural understanding**

- Finding the way
- Describing the location of a place
- Talking about the pros & cons of where you live
- Comparing where you used to live & where you live now\*
- Talking about life in a French speaking country

#### **Grammar and language learning skills**

- Asking questions
- Using prepositions & the imperative
- Using irregular adjectives
- Using the imperfect tense\*
- Using superlatives
- Giving & justifying opinions

### **Module 4      Allons-y!**

#### **Contextual vocabulary and intercultural understanding**

- Shopping for food & clothes
- Making plans
- Making travel arrangements
- Describing special occasions
- Talking about fashion

#### **Grammar and language learning skills**

- Using the partitive article
- Using the future tense
- The perfect tense with *être*
- Using *ce, lequel, celui* etc.
- Imperfect tense of *avoir & être*
- Using different tenses together

## **Module 5      Au collège**

### **Contextual vocabulary and intercultural understanding**

- Expressions of time
- Talking about school uniform
- Describing a school day
- Comparing schools in France & England
- School rules & pressures
- Talking about your future plans

### **Grammar and language learning skills**

- Referring to different time frames
- Adjectives of colour
- Irregular forms of the third person plural\*
- Reflexive verbs
- Negative expressions
- Using *il faut* & *il est interdit de*
- *Je vais, je veux, je voudrais* + infinitive

## **Module 6      Il faut bosser!**

### **Contextual vocabulary and intercultural understanding**

- Discussing jobs & money
- Talking about part time jobs
- Discussing the pros & cons of different jobs
- Applying for jobs
- Discussing problems at work\*
- Making telephone calls
- Talking about work experience

### **Grammar and language learning skills**

- Indirect object pronouns\*
- Looking for detailed meaning in a text
- Forming questions
- Using formal language
- Using *qui* & *que*
- Contrasting the perfect & imperfect tenses\*

## **Module 7      Tourisme**

### **Contextual vocabulary and intercultural understanding**

- Talking about holiday destinations
- Talking about the weather
- Hotels & travelling
- Making holiday plans
- Describing a holiday destination
- Eating out
- Talking about a past holiday

### **Grammar and language learning skills**

- Irregular verb: *aller*
- Past, present & future tenses
- Using comparatives & superlatives
- The future & the conditional\*
- Using the *nous* form
- Using the perfect infinitive\*
- Using the pluperfect tense\*

## **Module 8      Mode de vie**

### **Contextual vocabulary and intercultural understanding**

- Talking about food & drink
- Parts of the body & describing symptoms
- Talking about healthy lifestyle choices
- Discussing addiction & other problems
- Talking about family relationships

### **Grammar and language learning skills**

- *En* (of it/of them)
- Expressions with *avoir*
- Impersonal verbs
- Adverbs
- Expressing personal opinions

## **Module 9      Le monde en danger**

### **Contextual vocabulary and intercultural understanding**

- Discussing world issues
- Talking about problems in your area
- Discussing the environment
- Understanding news stories

### **Grammar and language learning skills**

- The conditional of modal verbs\*
- Using negative expressions
- The present & future tenses
- Using direct object pronouns in the perfect tense\*
- The passive\*
- Impersonal verbs

## **KEY STAGE 4 SPANISH**

The Key Stage 4 Spanish course is designed to prepare students for the Edexcel GCSE examination. Students are taught to develop the ability to use Spanish effectively for practical communication in a wide variety of everyday situations. The course consists of four units based on the following skills: speaking, listening, reading and writing. The GCSE combines controlled assessment of speaking and writing skills (60%) with Foundation or Higher tier external examinations for the listening and reading units (40%). The controlled assessment themes include: Media and culture, Sport and leisure, Travel and tourism and Business, work and employment. Common topic areas for reading and listening include: Out and About, Customer service and transactions, Personal information and Future plans, education and work. The two year course provides a sound base of the skills, language and attitudes required for further study, work and leisure.

### **Assessment**

We use predicted grades to indicate progress and competence in the foreign language being studied. Students are assessed towards the end of each unit of work using past examination papers for reading and listening and controlled assessment tasks for speaking and writing.

### **Homework**

Homework is set in accordance with the Academy policy. It is normally a combination of a reading/writing task and/or a learning homework. Learning homework involves the committing to memory of vocabulary or a grammatical structure (e.g. an irregular verb). It is very important that learning homework is done thoroughly, as a secure knowledge of vocabulary and grammar is essential for success in the GCSE examinations.

## **Revision**

Students are made aware of what will be assessed in the examinations and in the controlled assessment tasks. They are encouraged to revise using a combination of the work in their exercise books and the revision guides recommended by the department. It is essential that they apply the revision techniques for committing key language and grammar to memory and dedicate sufficient time to preparing for assessments. These revision techniques are covered with students in lessons.

## **Programme of study**

The order in which the units are studied depends on the controlled assessment tasks selected for each group. Students begin the GCSE course in the summer term of Year 9, where they essentially revise the grammar and key language from KS3. Controlled assessment tasks are completed in Year 10 and in the autumn term of Year 11. After that, time is dedicated to covering the remaining examination content and improving listening and reading skills in preparation for the terminal exams. After Easter in Year 11, the last few weeks leading up to the exam are spent revising and honing exam technique. Students are encouraged to buy revision guides and use these along with their exercise books and suggested online resources, to revise at home and ensure they are thoroughly prepared.

## **Unidad 1 De vacaciones**

### **Contextual vocabulary and intercultural understanding**

- Talking about holidays & weather
- Describing accommodation
- Talking about holiday activities
- Booking a hotel room
- Making complaints in a hotel

### **Grammar and language learning skills**

- Using the preterite
- Extending sentences with sequencers
- Learning phrases that mean the same thing
- Giving & justifying opinions
- Using the imperfect & preterite together\*
- Learning question words
- Using verbs with *usted*
- *Dealing with unpredictable questions*
- *Using me hace falta*
- Joining ideas with connectives



## Unidad 2      De paseo por Sevilla

### **Contextual vocabulary and intercultural understanding**

- Giving personal information
- Transport
- Planning a day out
- Asking for & understanding directions
- Ordering in a restaurant
- Describing a day out
- Talking about festivals

### **Grammar and language learning skills**

- Using the present tense
- Extending sentences with *cuando*
- Using adverbs
- 24 hour clock
- Using the near future
- Understanding questions
- Using imperatives\*
- Using sequencers
- Using *me gusta* + article, *como* without article
- Working with distracters while listening & reading\*
- Recognising & expressing mixed opinions
- Understanding different time frames
- Using *para* to extend sentences

## Unidad 3      A clase

### **Contextual vocabulary and intercultural understanding**

- Giving opinions on school subjects
- Describing your school routine
- Describing school uniform & rules
- Describing teachers
- Describing school pressures & problems
- Describing schools of the future

### **Grammar and language learning skills**

- Revising opinion phrases
- Using the present tense with time expressions
- Improving spoken & written texts
- Using the imperfect & perfect tenses\*

- Using comparatives & superlatives
- Agreeing & disagreeing
- Using quantifiers
- Improving listening skills
- Using the future tense
- Using questions to form answers

#### **Unidad 4      ¡Perdidos!**

##### **Contextual vocabulary and intercultural understanding**

- Talking about your family
- Talking about relationships
- Talking about daily routine
- Talking about chores
- Describing personalities
- Talking about experiences & hopes

##### **Grammar and language learning skills**

- Using possessive adjectives
- Revision of numbers & dates
- Using *ser* & *estar*
- *Reflexive verbs*
- *Negatives*
- *Making deductions whilst listening\**
- *Using 3 time frames*
- *Extending answers*

#### **Unidad 5      Los trabajos**

##### **Contextual vocabulary and intercultural understanding**

- Revising jobs & places of work
- Part-time jobs
- Describing work experience
- Describing future plans
- Understanding job adverts and CVs
- Letters of application

##### **Grammar and language learning skills**

- Gender of nouns revision
- Improving pronunciation of cognates

- Using *tener que* + infinitive
- Using adverbial phrases
- Forming sentences with *si...*
- Understanding the conditional with *gustar & poder*
- *Understanding specialist vocabulary*
- *Forming the perfect tense*
- *Conducting a formal interview*

## **Unidad 6      Mi tiempo libre**

### **Contextual vocabulary and intercultural understanding**

- Revising TV programmes & film genres
- Talking about hobbies & pocket money
- Describing sports & sporting events
- Talking about extreme sports
- Making arrangements to go out
- Writing reviews
- Talking about new technology

### **Grammar and language learning skills**

- Using definite/indefinite articles and *algún*
- Expressing a range of opinions
- Using conjugated verbs & infinitives
- Increasing your range of spoken language
- Referring to the past & the present
- Listening for relevant information
- Using a range of adjectives
- Decoding texts
- Using the present continuous
- Taking part in an extended conversation
- Using absolute superlatives
- Revising comparatives
- The language of debate

## **Unidad 7      ¡Viva mi barrio!**

### **Contextual vocabulary and intercultural understanding**

- Talking about your home
- Different types of houses
- Talking about your neighbourhood

- Talking about how you would improve your local area
- Shopping for clothes
- Giving presents & making complaints

### **Grammar and language learning skills**

- Using prepositions
- Relative clauses
- Justifying opinions
- Using the imperfect tense\*
- Understanding *tan & tanto/a* (so/ so much/so many)
- Using the conditional\*
- Improving accuracy
- Using direct object pronouns
- Using *este, ese & aquel*
- Using indirect object pronouns
- Extending sentences by giving reasons

## **Unidad 8      La salud**

### **Contextual vocabulary and intercultural understanding**

- Talking about the body & illness
- Buying food
- Talking about mealtimes
- Talking about how to stay in shape
- Reading problem pages & giving advice
- Talking about issues facing young people
- Number practice

### **Grammar and language learning skills**

- Reflexive verbs in the perfect tense
- Strategies to remember vocabulary
- Giving extended answers when speaking
- Understanding phrases with the subjunctive\*

## **Unidad 9      Nuestro planeta**

### **Contextual vocabulary and intercultural understanding**

- The environment
- Global issues
- Problems facing the planet

- Local solutions to global problems
- Global citizenship
- Homelessness

### **Grammar and language learning skills**

- Using the conditional of *deber*
- Using a variety of expressions to give your point of view
- Using the present subjunctive\*
- Listening for high numbers
- Using cognates & context to understand a text
- Gaining time when speaking
- Using *si* + present + future
- Writing an extended text
- The pluperfect tense\*
- Recognising & using different time frames