

Modern Foreign Languages Curriculum Overview

Year 7 – French and Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Greetings Personality description Physical description	Items in your school bag Expressing an opinion	School subjects and opinions School life in France/Spain Telling the time	Activities at school and during the school day Food you eat at school or during the school day	Hobbies and spare time New technology (mobile/PC) Sports	Hobbies and spare time
Topic Objectives	Recognise and use the verb 'être' / 'ser' with adjectives to describe myself and others. Recognise and use the verbs 'avoir' / 'tenir' and 'être' / 'ser' to describe physical traits. Discussing personality, age with 'avoir' / 'tenir' and using adjectives (masculine / feminine).	Apply 'avoir' with negative form to describe items in your school bag. Express and justify opinions in extended sentences. Recognise patterns of '-er' / '-ar' verbs. Saying when your birthday is. Discuss your pets.	Express opinions about school subjects and use correct adjectival agreement, intensifiers and reasons to create extended sentences. Tell the time, describe your school timetable using opinions to develop description.	Ask and answer questions about the school day using different subject pronouns (I/you/he/she/we). Describe the food you eat and give opinions with reasons, including other people's opinions.	Describe how you use your computer and mobile phone using regular '-er' / '-ar' verbs, opinions and frequency phrases. Discuss sports, opinions and a range of verbs in the present tense to create extended sentences.	Discuss what you do in your spare time using 'faire' / 'hacer' in the present tense and opinions to create extended sentences. Give opinions about what you do in your spare time using infinitive opinion structures.

Acquired Knowledge/ Skills	Using resources successfully. The power of music. Using 'être' / 'ser' and 'avoir' / 'tenir'. Using connectives. Translation task. Writing (apostrophes). Listening / speaking. Using 1st and 3rd person singular. Gender and adjectival agreement. Pronunciation rules.	Reading: key words. Listening: recognising. Conversation: questions, answers and opinions. Role-plays: forming questions. Writing with negative form / partitive article (Fr) and connectives. Verb drills / endings. Using 1st and 3rd person singular. Gender and adjectival agreement.	School subjects. Revise numbers. Numeracy skills (telling the time). Opinion phrases. Adding intensifiers to your writing / speaking. Gender and adjectival agreement. Reading: cognates vs. false friends. Opinion phrases and justifications.	Question words. Descriptive language. Extended writing (COWPAT). 3rd-person singular verbs with other pronouns. Food items. Opinion phrases and justifications.	IT-related vocabulary (root of technology related words). Using time indicators and expressions of frequency. 'To do' / 'to play' with sports (and partitive article). Translation skills. Listening for gist.	Extended writing. Memorisation techniques. Gap filling questions (sentence structure / grammar awareness). Pronunciation. Complex sentence structures. Opinion phrases and justifications.
Assessments	Baseline assessment. Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 1 assessment – listening, reading, writing and speaking (role-play).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 2 assessment – listening, reading, writing and speaking (photo description / PAL).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 3 assessment – listening, reading, writing and speaking (general conversation).
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Family types (traditional, single-parent, same-sex parent, blended).	Likes and dislikes (e.g. 'I like recycling because...).	School in France/Spain.	School/food in France/Spain.	N/A.	N/A.

Modern Foreign Languages Curriculum Overview

Year 8 – French and Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Revision of basics TV programmes Film genres	Reading/types of books Internet/social media/ gaming	France/Spain monuments Trip to Paris/ Barcelona	Describing places you have visited How you travelled	Your area/landscapes Types of housing Rooms in the house	Places in town Directions
Topic Objectives	Giving opinions about TV programmes using the present tense, including negative forms. Apply a range of opinion phrases to discuss TV/film genres in extended sentences.	'Lire'/'Leer' in the present tense. Discuss what you do on the internet/the console (and how often) using irregular verbs in the present tense. Apply the perfect/preterite tense to talk about what you did last night/in the past.	Apply the perfect/preterite tense to talk and ask questions about a trip to Paris/Barcelona. Apply the perfect/preterite tense and time phrases to talk about places you visited.	Apply the perfect/preterite, and imperfect tenses to talk about places you visited and what they were like. Apply the perfect/preterite tense with 'être' (Fr) to talk about places you visited and how you got there.	Describe your area and where you live. Use the conditional to say where you would like to live in the future (challenge: use the imperfect tense to say where you used to live). Use prepositions to describe your house/room. .	Places in town (gender article). Use prepositions to say where something is located. Use the imperative mood to give directions. Use the conditional to suggest possible improvements to your town.
Acquired Knowledge/ Skills	Memorising vocabulary. Using resources successfully. Power of music and songs. Translation task.	Reading: finding key words. Listening skills to decipher meaning. Conversation: opinions.	Past tense (perfect/preterite tense) with 'avoir' (Fr), 'je'/'yo'. Speaking: asking questions. Descriptive language/speaking: describing a photo (PAL).	Perfect/preterite vs. imperfect tense endings for key verbs. Descriptive language with 'c'était'/'fue'. Means of transport (preceded by 'en'/'à'/'a').	Conditional tense. Imperfect tense. Gender. Prepositions. Comparative form. Planning for extended writing with 4+ tenses.	Negative form. Understanding/giving directions. Asking/understanding questions. Extended writing with 3 time frames (present, past, future)

	Present tense verb endings with negative form. Opinions/reasons.	Role-plays: forming questions. Writing with extended opinions. Introduction to past tense.	Time indicators (COWPAT). Forming questions.	Reading skills: how to tackle longer texts. Planning for writing.	Adjectival agreement. Word order/sentence structure.	and sub tenses (perfect/preterite, near future, conditional)
Assessments	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 1 assessment – listening, reading, writing and speaking (role-play).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 2 assessment – listening, reading, writing and speaking (photo description/ PAL).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 3 assessment – listening, reading, writing and speaking (general conversation).
Other Links (e.g. SMSC, FBV, Greener Curriculum)	French/Spanish TV programmes/films/ music.	French/Spanish TV programmes/films/ music/books. The internet/gaming.	French/Spanish landmarks. Travelling to France/Spain.	French/Spanish landmarks. Travelling to France/Spain. Means of transport.	Types of housing.	Places in town. Directions.

Modern Foreign Languages Curriculum Overview

Year 9 – French and Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Revision of basics Body Importance of fitness and mental wellbeing	Healthy living: discussions Resolutions	Jobs Career plans	Work experience Future plans	Holidays	Transport Accommodation
Topic Objectives	Body parts. Express where it hurts (preposition, gender agreement). Discuss the importance of sport, fitness and mental wellbeing using 'il faut'/'se debe' + infinitive and a range of opinion phrases.	Make resolutions about healthy living using the future tense in extended sentences. Make resolutions about what you will and will not do in the future to stay healthy using regular and irregular verbs in the future tense. Use a range of tenses to discuss healthy living.	Use modal verbs to describe how we can use languages in our careers and what job we want to do. Use the conditional tense to discuss our career plans.	Use the imperfect and perfect tenses to discuss past experiences. Discuss work experience and future plans using a range of tenses together.	Be able to say where you go on holiday. Be able to describe a past holiday.	Discuss means of transport and tourist accommodation types. Use complex structures in extended sentences.
Acquired Knowledge/ Skills	Memorising vocabulary. Using resources successfully.	Healthy food. Lifestyle-based discussion. Reading traps: negative forms and	Modal verbs: (I + he/ she for Foundation; other pronouns for Higher). Future time frame: near future, simple	Work experience-related vocabulary. Perfect/preterite vs. imperfect tense endings for regular verbs.	Questions and answers with change of possessive articles. Preparing general conversation answers.	Vocabulary: tourist accommodation types and amenities. Transports preceded by prepositions.

	Power of music and songs. Translation task. Role-play. Listening/reading: GCSE strategies. Opinions/reasons. Using opinion phrases. Giving reasons.	changes in time frames. Listening skills: preparing for the task. Conversation: giving opinions. Future tense verbs: regular vs irregular. Writing using 3-time frames.	future, conditional. Time indicators (COWPAT). Descriptive language/ speaking: describing a photo (PAL).	Descriptive language. Reading skills: how to tackle longer texts with three timeframes. Planning for writing cohesively with three timeframes.	Revision of question words. Pronunciation practice. Revision of present and past, regular and irregular verbs (perfect/preterite vs. imperfect). Countries preceded by 'to/at'.	Comparative/ superlative. Reflexive verbs/ pronouns. Subjunctive mood. Reading techniques. Conversation practice. Asking questions.
Assessments	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 1 assessment – listening, reading, writing and speaking (role-play).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 2 assessment – listening, reading, writing and speaking (photo description/ PAL).	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative: 4 skills: End of Term 3 assessment – listening, reading, writing and speaking (general conversation).
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Physical/mental wellbeing.	Physical/mental wellbeing. Healthy resolutions.	Future ambitions. Plans for the future. Career choices.	Future ambitions. Plans for the future. Career choices.	Travelling abroad/ going on holiday. Tourist attractions. Means of transport.	Travelling abroad/ going on holiday. Tourist attractions. Means of transport.

Modern Foreign Languages Curriculum Overview

Year 10 – French and Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	GCSE Thematic Context 1: My personal world Subjects: Family, friends, relations and equality	GCSE Thematic Context 2: Lifestyle and wellbeing Subjects: Physical and mental wellbeing, food and drink and sports	GCSE Thematic Context 3: My neighbourhood Subjects: Places in town, shopping, the natural world and environmental issues	GCSE Thematic Context 4: Media and technology Subjects: Music, TV, film, social media and gaming	GCSE Thematic Contexts 1-4: My personal world, lifestyle and wellbeing, my neighbourhood, and media and technology	
Topic Objectives	Discuss identity and what matters to us. Free-time activities. Discuss family members, friends, relationships and equality. Physical/personality descriptions. Characteristics of a good friend. Role models. Life celebrations. Equality in today's world.	Food and drink. Eating habits in the Francophone/Hispanic world. Food in the Francophone/Hispanic world. Discuss healthy vs. unhealthy living. Discuss the importance of physical and mental health. Sports and free-time activities.	Discuss places in town and shopping. Discuss the natural world and environmental issues (e.g. importance of recycling). Discuss good actions for the environment. Charitable actions/volunteering.	Discuss music, TV programmes, film, social networks and gaming. Discuss tastes in music/TV/film. Discuss the pros and cons of social media/the Internet. Discuss the pros and cons of gaming.	Discuss family, friends, relations and equality – revision. Discuss physical and mental wellbeing, food and drink and sports – revision. Discuss places in town, shopping, the natural world and environmental issues – revision. Discuss music, TV, film, social media and gaming – revision.	

Acquired Knowledge/ Skills	Memorising topic-specific vocabulary. Using resources successfully. Giving opinions and justifications. Possessive adjectives. Reflexive verbs in present tense (Foundation); in past/ future (Higher). Using 'depuis'/'desde hace' + present. Adjectival agreement. Reading traps. Listening: preparing ahead of a task.	Memorising topic-specific vocabulary. Grid of tenses: (all pronouns). Using 'il faut'/'se debe'. Perfect/preterite/ conditional/near future. Simple future/ imperfect/subjunctive mood (set phrases). Role-play. Photo card (PAL) – extended description. Pronunciation. Using complex language structures.	Memorising topic-specific vocabulary. 3 time-frames revision. Types of housing. Prepositions of place. Geographical areas. Cardinal points. Time indicators. Question words. Present tense verbs. Question sentences. Cognates, synonyms and false friends. Reading skills. Translation and writing skills. Structuring your answer (COWPAT). Role-play, photo card.	Memorising topic-specific vocabulary. 3 time-frames revision. High-level opinion phrases. Reading skills. Extended sentences. Writing under times conditions. Variety of pronouns. Negative forms. General conversation, role-play. Translation skills. Listening skills.	Memorising topic-specific vocabulary. 3 time-frames revision. Present/perfect/ preterite/conditional/ near future/simple future/imperfect/ subjunctive mood (set phrases). High-level opinion phrases and using complex language structure. Variety of pronouns. Role-play, photocard, general conversation. Listening, reading, translation, speaking and writing skills in preparation for Mock exams.	
Assessments	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback + mock speaking.	Summative assessment: mini mock listening, reading, writing.	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback.	Summative assessment: listening, reading, writing.	Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback + mock speaking.	Summative assessment: mock listening, reading, writing.

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Identity. Today's family units. Characteristics of a good friend. Role models. Celebrations around the Francophone/ Hispanic world. Equality.	Healthy vs. unhealthy living. Physical and mental health. Food around the Francophone/Hispanic world.	The natural world. Environmental issues. Global warming. Charitable work/ volunteering.	Social media – pros and cons. The Internet – pros and cons. Gaming – pros and cons.	Identity. Family and friends. Life celebrations. Equality. Healthy vs unhealthy living. Physical/mental health. The natural world/ environmental issues. Charitable work/ volunteering. Social media, the Internet and gaming.	
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