

Term 1 and 2 – 2020 Curriculum Planning

Curriculum plan for term 1 and 2 in response to C-19 and return to school. These curriculum alterations have been reviewed in light of curriculum delivered in home learning, pupil assessment and engagement.

Department: MFL

		Content edited and / or repeated.	Curriculum Changes – What and How	Follow up for linked units further into the key stage
Term 1	Year 7	Review of primary transition booklets and evidence of prior learning	A greater emphasis on online resources and access to online materials to support pupils' learning. A broader range of resources uploaded to SMHW to facilitate revision and homework in the absence of books being taken home. Removal of speaking assessment this term due to more restricted opportunities to practice this skill	Grammar regularly reviewed particularly high-frequency verbs. A focus on present tense throughout Y7. In terms of vocabulary key concepts such as opinions, sequencers, and connectives are applied to all topics and a range of contexts. Regular links to prior learning in particular in milestone assessments
	Year 8	Regular use of retrieval such as through starter activities to recall topics and vocabulary that were being delivered remotely	A greater emphasis on online resources and access to online materials to support pupils'. A broader range of resources uploaded to SMHW to facilitate revision and homework in the absence of books being taken home. Removal of speaking assessment this term due to more restricted opportunities to practice this skill	Links to prior and future learning are made in milestone assessments (for example concepts from this term will continue to appear in forthcoming assessments regardless of skill being assessed)
	Year 9	Regular use of retrieval such as through starter activities to recall	A greater emphasis on online resources and access to online materials to support pupils'	Links to prior and future learning are made in termly assessments (for example concepts from this

		topics and vocabulary that were being delivered remotely	learning. A broader range of resources uploaded to SMHW to facilitate revision and homework in the absence of books being taken home. Removal of speaking assessment this term due to more restricted opportunities to practice this skill	term will continue to appear in forthcoming assessments regardless of skill being assessed)
Year 10		Regular use of retrieval such as through starter activities to recall topics and vocabulary that were being delivered remotely.	Sequence of lessons and content remains unchanged, however pupils have enhanced access to online resources to support their home or blended learning	Milestone assessments incorporate prior knowledge as well as new topics and themes. Grammar and vocabulary will continue to be embedded in future modules and expanded upon. In Spanish, pupils completed an <i>ab initio</i> booklet when working remotely, as pupils had previously studied French. This resource is referred to regularly in lessons
Year 11		French: Completion of Module 5 which is usually completed in Term 6. Speaking is being assessed as a soft-skill and not through formative assessment. Focus on pronunciation and phonics after lack of speaking practice towards the end of Y10 Spanish: speaking is being assessed as a soft-skill through speaking tasks in lesson time however extended speaking or close-contact speaking is not in place. Focus on pronunciation	See AQA website for the latest propose changes to the assessment structure and calendar. Speaking examination will be a teacher assessed (NEA) and each other skill will be weighted at 33%. So a greater emphasis will be needed on low-stakes speaking tasks to enable teachers to make a holistic judgement on pupils' oracy. Emphasis on consolidating grammar skills as pupil voice	All modules will be reviewed towards the end of the course. Assessments will incorporate skills and vocabulary from prior modules to support pupils in their own retrieval practice

		after pupils missed out on face to face speaking towards the end of Y10	indicates this is something they were less confident with during the phase of remote learning.	
Term 2	Year 7	Regular use of retrieval such as through starter activities to recall topics and vocabulary that were being delivered remotely and from Module 1 of year 8	Sequence of lessons and content remains unchanged, however pupils have enhanced access to online resources to support their home or blended learning	Links to prior and future learning are made in milestone assessments (for example concepts from this term will continue to appear in forthcoming assessments regardless of skill being assessed) Reference to Module 1 in milestone assessments
	Year 8	Regular use of retrieval such as through starter activities to recall topics and vocabulary that were being delivered remotely and from Module 1 of year 8	Sequence of lessons and content remains unchanged, however pupils have enhanced access to online resources to support their home or blended learning	Links to prior and future learning are made in milestone assessments (for example concepts from this term will continue to appear in forthcoming assessments regardless of skill being assessed) Reference to Module 1 in milestone assessments
	Year 9	Regular use of retrieval such as through starter activities to recall topics and vocabulary that were being delivered remotely and from Module 1 of year 9	Sequence of lessons and content remains unchanged, however pupils have enhanced access to online resources to support their home or blended learning	Links to prior and future learning are made in milestone assessments (for example concepts from this term will continue to appear in forthcoming assessments regardless of skill being assessed) Reference to Module 1 in milestone assessments
	Year 10	Regular use of retrieval such as through starter activities to recall	Sequence of lessons and content remains unchanged, however	Milestone assessments incorporate prior knowledge as

		<p>topics and vocabulary that were being delivered remotely.</p>	<p>pupils continue to have enhanced access to online resources to support their home or blended learning</p>	<p>well as new topics and themes. Grammar and vocabulary will continue to be embedded in future modules and expanded upon. In Spanish, pupils completed an <i>ab initio</i> booklet when working remotely, as pupils had previously studied French. This resource is referred to regularly in lessons</p>
	<p>Year 11</p>	<p>French: Completion of Module 6, usually completed Term 1 Y11 and commencement of Module 7. Speaking being assessed as a soft-skill rather than through formative assessment</p> <p>Spanish: speaking is being assessed as a soft-skill through speaking tasks in lesson time however extended speaking or close-contact speaking is not in place</p>	<p>See AQA website for the latest propose changes to the assessment structure and calendar. Speaking examination will be a teacher assessed (NEA) so there will be no speaking mock during the mock assessment period</p>	<p>French: 8 modules to be completed by the end of Y11 programme of study. Modules 7 & 8 due to be completed by the Easter break. French and Spanish: all modules will be reviewed towards the end of the course. Assessments will incorporate skills and vocabulary from prior modules to support pupils in their own retrieval practice Students recommended to attend Session 6</p>