

### Term 3 and 4 – 2020 Curriculum Planning

Curriculum plan for term 3 and 4 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

		<b>Content edited and / or repeated.</b>	<b>Curriculum Changes – What and How</b>	<b>Follow up for linked units further into the key stage</b>
<b>Term 3</b>	<b>Year 7: French Mon collège Spanish Mi insti</b>	Retrieval of term one vocabulary and rules on grammar such as adjectival agreement to ensure secure knowledge. Continued focus on present tense and applying opinion phrases	Encouraging greater autonomy through use of online platforms. Adaptation of resources to support home learning where needed	In future units there will be further consolidation of the present tense, as well as applying familiar vocabulary to at least one new tense towards the end of the academic year. Opinion phrases and justifications are built upon as the course progresses
	<b>Year 8: French Mon identité Spanish A comer</b>	Retrieval of the past tense which has been a key grammar focus in Y8. This is to be applied to the new content and vocabulary that describes self and others, mealtimes and routines	Encouraging greater autonomy through use of online platforms. Adaptation of resources to support home learning where needed	During this module pupils will be introduced to three time frames and these will be explored in more depth in forthcoming modules. At this stage pupils need to identify different tenses which they will be able to apply with increased confidence and independence as the course progresses
	<b>Year 9: French A l'horizon Spanish En forma</b>	French: retrieval of school subjects and career choices from Y8 and linking this to describing our future plans. Building on recognition of future tenses Spanish: as above but with diet and exercise vocabulary	Less emphasis on global travel / working abroad in light of current travel restrictions (may be reviewed closer to the time). A shift in focus for reasons to learn a language beyond the benefits of travel and work abroad.	Pupils will now be able to identify up to four tenses. These will be reviewed regularly in forthcoming modules and pupils will be expected to identify these in assessments, and begin to recognise them in different contexts

			A focus on maintaining healthy lifestyles despite any ongoing restrictions	
	<b>Year 10:</b> <b>French: jours ordinaires...</b> <b>Spanish: mi insti</b>	French: regular retrieval of prior learning. Knowledge about meals, daily routine, and the use of formal and informal language will be applied to new contexts and extended through more complex grammar and sentence structure Spanish: retrieval of core vocabulary from summer project	Encouraging greater autonomy through use of online platforms and VLE. Adaptation of resources to support home learning where needed	Past papers and exam questions used to develop exam technique and address any gaps in knowledge as new topics are addressed. Reference to prior and future learning in all assessments. Homework used to consolidate basic vocabulary and structures
	<b>Year 11:</b> <b>French: bon travail</b> <b>Spanish: a currar</b>	French: recalling job vocabulary and future tenses to describe future plans and career choices Spanish: retrieval of opinions, adjectives, and infinitive phrases. Revision of writing structure and how to apply descriptive language	Speaking skill assessed in class rather than formative assessment using updated assessment framework Encouraging greater autonomy through use of online platforms and VLE. Adaptation of resources to support home learning where needed	Past papers and exam questions used to develop exam technique and address any gaps in knowledge as new topics are addressed. Reference to prior and future learning in all assessments. Homework used to consolidate topic vocabulary
<b>Term 4</b>	<b>Year 7: French Mes passetemps</b> <b>Spanish Mi familia y mis amigos</b>	Continued focus on the present tense with a broad variety of verbs. Recalling opinions and adding more detailed justification of these	Consider an acknowledgement of our change in leisure activities during the C-19 restrictions as the focus this term is on free time and leisure	This topic is continued throughout KS3 and is a fundamental part of KS4 as part of the GCSE theme "Identity and Culture" so regular retrieval and application of this vocabulary will take place
	<b>Year 8: French Chez moi, chez toi</b> <b>Spanish Qué hacemos</b>	Recalling Y7 vocabulary relating to where we live and daily life (Fr) and leisure (Sp), as well as building on the theme of identity as explored in term 3. Retrieval of the past tenses	Pupils should now be confident in accessing online platforms and using these to further their independent study. Use of online learning to supplement classroom	Pupils have now been introduced to the three time frames of past, present, and future. These will be regularly reviewed and applied in all modules moving forward as we

			learning and a blended approach applied where appropriate	begin to explore more tenses within each time frame
	<b>Year 9: French Vacances Spanish Jóvenes en acción</b>	French: recalling Y7 holiday vocabulary. Extending this to describe past, future, and dream holidays Spanish: recalling the conditional tense and familiar grammatical patterns to unfamiliar contexts	Acknowledgment that travel has been disrupted so a degree of sensitivity and suspension of disbelief to be applied. Vocabulary relating to “staycations”. In Spanish the theme of global issues and the environment is explored and this will link to current affairs	This topic is a key component of the GCSE theme “local... and global areas of interest” in both languages and will continued to be developed throughout KS4
	<b>Year 10: French De la ville et la campagne Spanish: mi ente</b>	French: describing where we live in a range of tenses. Pupils will draw upon their learning in KS3 of vocabulary relating to their home and living environment, and apply this to three time frames Spanish: recall of present tense, modal and high frequency verbs and descriptive language	Pupils should now be confident in accessing online platforms and the VLE, and using these to further their independent study. Use of online learning to supplement classroom learning and a blended approach applied where appropriate	Past papers and exam questions used to develop exam technique and address any gaps in knowledge as new topics are addressed. Reference to prior and future learning in all assessments
	<b>Year 11: French: un oeil sur le monde Spanish: hacia un major mundo</b>	French and Spanish: retrieval of high level opinion phrases and descriptive language applied to new contexts such as environmental issues. Introduction of high level grammar such as the subjunctive to stretch high tier candidates	Speaking skill assessed in class rather than formative assessment using updated assessment framework Encouraging greater autonomy through use of online platforms and VLE. Adaptation of resources to support home learning where needed	Past papers and exam questions used to develop exam technique and address any gaps in knowledge as new topics are addressed. Reference to prior and future learning in all assessments Opportunity for exam skills through classwork, homework, and session six