

Levenshulme High School – Curriculum Map – French/German/Spanish

		Term 1		Term 2		Term 3	
No. of Weeks		7	8	6	5	6	7
Year 7	<b>Topic Title and NC link</b>	<b>Set up and Basics G4, LC1, LC2, LC3, LC5</b>	<b>School GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>	<b>Family GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8</b>	<b>House GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>	<b>Free time GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>	<b>Town GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>
	<i>Pupils should know...</i>  (Core Knowledge & Concepts to be learned)	<p><b>A range of greetings</b></p> <p><b>Phrases for introductions</b></p> <p><b>Numbers up to 31</b></p> <p><b>The months</b></p> <p><b>Classroom vocabulary</b></p>	<p><b>A range of school subjects</b></p> <p><b>Days of the week</b></p> <p><b>Numbers to 100</b></p> <p><b>A range of simple verbs</b></p> <p><b>A range of adjectives to describe people and school subjects</b></p> <p><b>A range of opinion phrases</b></p>	<p><b>A range of family members</b></p> <p><b>How to form questions and answers relating to family</b></p> <p><b>Animals</b></p> <p><b>Colours</b></p> <p><b>Adjectives for personality</b></p> <p><b>Adjectives and phrases related to physical descriptions</b></p>	<p><b>A range of countries</b></p> <p><b>Accommodation vocabulary</b></p> <p><b>Adjectives to describe houses</b></p> <p><b>Rooms and furniture</b></p> <p><b>A range of verbs to say what they do at home (in the first person – in all people of the verb for HA only)</b></p> <p><b>Prepositions of place</b></p> <p><b>How to conjugate regular verbs in the present tense (HA only)</b></p>	<p><b>A range of free time activity phrases (including sports) in the present tense</b></p> <p><b>Some adverbs of frequency</b></p> <p><b>How to ask and say what time it is</b></p> <p><b>How to ask and say at what time something happens</b></p> <p><b>A range of opinion and a range of infinitive phrases to say what they like/dislike <u>to do</u></b></p> <p><b>Some adjectives to describe free time activities</b></p> <p><b>10 key verbs in the future tense I form</b></p> <p><b>How to speak in the future tense in all</b></p>	<p><b>Adjectives to describe a city or a town</b></p> <p><b>Ways to say 'more/less than' (HA only)</b></p> <p><b>A range of places in a town</b></p> <p><b>Direction words e.g. right/left/straight on</b></p> <p><b>How to say 'Do you want to go to...'</b></p> <p><b>Question words for invitations e.g. when / where / what time</b></p> <p><b>Phrases to describe the weather</b></p> <p><b>The seasons</b></p>

						<b>people of the verb (HA only)</b>	
<i>Pupils should be able to do...</i>  <i>(Skills being developed)</i>	<b>Greet people</b>  <b>Introduce themselves</b>  <b>Count to 31</b>  <b>Talk about birthdays</b>  <b>Talk about classroom objects</b>  <b>Use definite and indefinite articles</b>  <b>Make nouns plural</b>  <b>Use a bilingual dictionary</b>  <b>Set out their notes appropriately</b>  <b>Understand information in short written and spoken texts.</b>  <b>Copy words accurately</b>  <b>Reproduce short spoken and written sentences</b>	<b>Say what they study on what days</b>  <b>Count to 100</b>  <b>Use verbs to say what they do in school</b>  <b>Describe teachers</b>  <b>Give and justify opinions about school subjects and teachers</b>  <b>Understand some grammar rules relating to verbs</b>  <b>Use some adjectives correctly, applying grammar rules</b>	<b>Say how many brothers and sisters they have</b>  <b>Describe their family (names, ages and characteristics)</b>  <b>Say what pets they have</b>  <b>Use a wider range of adjectives correctly, applying grammar rules</b>	<b>Say where you live (country, type of house, location of house)</b>  <b>Describe your house/flat and bedroom, including where things are</b>  <b>Use a wider range of verbs to say what they do at home</b>  <b>Know the 10 key verbs in the present tense 'I' form</b>	<b>Say what you do in your free time using present tense verbs</b>  <b>Say how often they do these activities</b>  <b>Tell the time in detail</b>  <b>Give positive and negative opinions about free time activities using infinitive verbs</b>  <b>Use 10 key verbs in the first person to say what they are going to do in the past &amp; future tense</b>  <b>Say what others are going to do in future using all people of the verb (HA only)</b>	<b>Describe your town</b>  <b>Compare two towns (HA only)</b>  <b>Ask for and give directions</b>  <b>Invite someone to do something</b>  <b>Say what the weather is doing</b>  <b>Use the future tense to say what you are going to do this weekend</b>  <b>Use some time phrases for present and future</b>	

	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p><b>This covers essential parts of speech (nouns, adjectives, verbs, articles), making links to what students will know from primary school in their literacy learning.</b></p> <p><b>How to revise vocabulary (e.g. Look, Cover, Write Check / Flashcards / Online resources) is a key skill that will help students on their journey with us.</b></p>	<p><b>Topics covered in this half term are something the students are VERY familiar with, being new to school, and reinforces what they know about their own school environment at LHS.</b></p> <p><b>Links with previous MFL learning e.g. adjectival agreement allows students to start understanding some of the most fundamental rules of the target language.</b></p>	<p><b>Numbers 1-100, using nouns and adjectives correctly are foundation blocks for creating description. They will use these skills all the way through to the end of their study of TL, and this will allow their work to be more accurate.</b></p> <p><b>In this half term, we look at different families as part of LGBTQ+ History Month.</b></p>	<p><b>Using verbs for description e.g. it is / there is / it has along with colours and opinions builds on half term 3's grammar work, as we look at where they spend much time, out of school.</b></p> <p><b>Using simple regular verbs in the present tense will start to prepare them for the idea of the key verbs which we look at in HT6.</b></p>	<p><b>10 key verbs in present tense, uses many verbs they have seen this year. The key verbs are an idea we carry through to GCSE, enabling the weakest students to achieve at least a basic level pass. (Grade 4)</b></p> <p><b>A look at some simple past tense verbs will start to sow the seeds for Year 8, and allow students to take some real pride in their ability.</b></p> <p><b>Justified opinions using 'because' and an adjective allow students to give depth to their work.</b></p>	<p><b>This half term sees much consolidation of HT4. The same concepts of description and opinion are applied to the wider but still familiar world of their local town or village.</b></p>
<b>Year 8</b>	<b>Topic Title and NC link</b>	<b>Holidays &amp; Past tense GV1, GV2, GV4, LC1, LC2, LC3,</b>	<b>Media &amp; Internet GV1, GV2, GV4, LC1, LC2, LC3,</b>	<b>Food &amp; Dining GV1, GV2, GV4, LC1, LC2, LC3,</b>	<b>Body/Health &amp; Future GV1, GV2, GV4, LC1, LC2, LC3,</b>	<b>Clothes &amp; Fashion GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>	<b>Customs &amp; Festivals GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8</b>

	LC4, LC5, LC6, LC8	LC4, LC5, LC6, LC7, LC8	LC4, LC5, LC6, LC8	LC4, LC5, LC6, LC8		
<p><i>Pupils should know...</i></p> <p><i>(Core Knowledge &amp; Concepts to be learned)</i></p>	<p><b>A range of European and non-European countries</b></p> <p><b>A range of accommodations</b></p> <p><b>A range of transport</b></p> <p><b>A range of activities during the holiday</b></p> <p><b>How to recognise key verbs in the perfect and present tenses</b></p>	<p><b>A range of TV shows</b></p> <p><b>A range of music genres</b></p> <p><b>A range of film genres</b></p> <p><b>How to explain what they use the internet for</b></p> <p><b>How to recognise and make comparison</b></p> <p><b>How to recognise and make a superlative</b></p> <p><b>How to recognise and apply the possessive pronouns following specific grammar rules</b></p> <p><b>How to recognise some past tense expressions</b></p>	<p><b>A range of questions about food and ingredients</b></p> <p><b>A range of answers about food and ingredients</b></p> <p><b>A range of different meals during the day and evening</b></p> <p><b>Numbers 100-1000</b></p> <p><b>How to read price in euros with cents</b></p> <p><b>A range of weight measure</b></p> <p><b>How to order food using the future tense</b></p> <p><b>How to form the past tense for the different verb groups</b></p>	<p><b>A range of healthy and unhealthy food</b></p> <p><b>A range of body parts</b></p> <p><b>A range of adverbs of frequency</b></p> <p><b>A range of illnesses</b></p> <p><b>A range of remedies</b></p> <p><b>How to write and say their future plans in term of leading a healthier life</b></p>	<p><b>A range of clothing</b></p> <p><b>A range of colours</b></p> <p><b>The grammatical rules of adjective agreements</b></p> <p><b>Imperative verbs</b></p> <p><b>Passive voice</b></p> <p><b>The names of different shops</b></p>	<p><b>A range of festivals and celebrations celebrated in the TL countries comparing to British celebrations and festivals</b></p> <p><b>How to describe celebrations of specific festivals (significant meal/music/dance and traditions)</b></p> <p><b>How to explain the cultural link between the festival/customs and country</b></p>
<p><i>Pupils should be</i></p>	<p><b>Recognise and describe European and</b></p>	<p><b>Recognise different genres of</b></p>	<p><b>Say and write what they usually eat and drink</b></p>	<p><b>Remember healthy and unhealthy food</b></p>	<p><b>Say and write what they wear with the colours following the</b></p>	<p><b>Explain the main festivals/celebrations</b></p>

	<p><i>able to do...</i></p> <p><i>(Skills being developed)</i></p>	<p><b>non-European countries and their features (capital cities, population, geography and their main products)</b></p> <p><b>Write where they usually go and do during their holiday</b></p> <p><b>Write and say where they stayed during the holidays</b></p> <p><b>Write and say how and with whom they went on holiday</b></p> <p><b>Write and say how long they stayed</b></p> <p><b>Learn set sentences to describe some activities done during the holiday</b></p> <p><b>Recognise the verbs pattern in the past tense</b></p>	<p><b>TV shows, movies and music</b></p> <p><b>Give opinions and understand modal verbs and their grammar</b></p> <p><b>Explain opinions by giving reasons</b></p> <p><b>Differentiate between singular and plural verbs</b></p> <p><b>Use the correct adjective agreements</b></p> <p><b>Compare movie/music and TV show genres</b></p> <p><b>Give an opinion using superlative</b></p> <p><b>Say what technology they use</b></p> <p><b>Say what purpose they use the technology for</b></p> <p><b>Use the correct possessive adjective to show possession</b></p>	<p><b>Say and write what they eat for the different meals</b></p> <p><b>Count up to 1000</b></p> <p><b>Understand the weight measure</b></p> <p><b>Understand what the Euro currency is and where it is used</b></p> <p><b>Understand how to buy and get change back</b></p> <p><b>Order food in the restaurant with a future set sentence</b></p> <p><b>What they ate and drank</b></p>	<p><b>Recognise body parts</b></p> <p><b>How to express their aches and symptoms</b></p> <p><b>How to provide possible remedies</b></p> <p><b>Write and say the duration of the symptoms and aches</b></p> <p><b>Apply grammatical rules for direct object pronoun</b></p> <p><b>Use imperative form of key verbs</b></p> <p><b>Recognise and form the future tense of key verbs</b></p> <p><b>Recognise future time expressions</b></p>	<p><b>adjective agreements rule</b></p> <p><b>Use adjectives to describe the clothes</b></p> <p><b>Say and write where to buy products by naming the specific shops</b></p> <p><b>Use the passive voice</b></p>	<p><b>linked to the TL countries</b></p> <p><b>Understand the value of the TL countries</b></p> <p><b>Compare the TL celebrations to the British's</b></p> <p><b>Say and write the typical meal/music/dance and traditions of the festivals</b></p> <p><b>Explain the reasons of the festivals/customs and celebrations</b></p>
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		<p><b>Give opinions about their holiday</b></p> <p><b>Explain their opinions by giving reasons</b></p> <p><b>Say time expressions in the present and past tenses</b></p>	<p><b>Use a range of key verbs in the present and past tenses under the form I.</b></p>				
	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p><b>We build on the regular past participles seen in Y7 HT6 and break down the structure of Perfect tense / Preterite to allow students to give description of events in two time frames.</b></p> <p><b>Staying with our key verbs ensures students continue to build those foundations to allow them to succeed at GCSE</b></p>	<p><b>This topic consolidates justified opinions, whilst allowing students to gain a cultural insight into the country(-ies) of the language they are learning.</b></p> <p><b>It's a fun topic that opens students eyes to new ideas, sometimes challenging their preconceptions.</b></p>	<p><b>Having already considered healthy diets, this lets us go into more detail on food and drink, including reasons why people may not eat certain things.</b></p> <p><b>Numbers are consolidated as we look at how to order and buy items, and again, is a great topic that lends itself well to role play.</b></p>	<p><b>The use of modal verbs builds on the present tense structures already encountered, whilst future tense reminds the students of what is yet to come.</b></p> <p><b>The subject content allows for some real kinaesthetic learning, and is a great topic to role play – sowing the seeds of the speaking assessments students will do at GCSE level.</b></p>	<p><b>Students should now be competent at remembering the rules of adjectival agreement when giving descriptions, and can now supplement this with comparatives and superlatives.</b></p> <p><b>These two additions to their “grammar bank” will come up again in Year 9 HT3.</b></p> <p><b>Clothes will also be revisited in Y10 as part of the school topic in HT1.</b></p>	<p><b>The topic content here allows a range of grammatical concepts to be brought together including opinions, reasons, and past and future tenses, under the guise of another really cultural topic, opening students eyes to the world around them – allowing them to compare and contrast their own celebrations and festivals to those living in other countries.</b></p>

Year 9	<b>Topic Title and NC link</b>	<b>T1: Me, Family &amp; Friends</b> GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	<b>T2: Home Town &amp; Region</b> GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	<b>T1: Music TV &amp; Film</b> GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8	<b>T3: Studies</b> GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	<b>T1: Food &amp; Shopping</b> GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	<b>Project</b> GV1, GV2, GV3, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8
	<i>Pupils should know...</i>  (Core Knowledge & Concepts to be learned)	<b>Relationships with family &amp; friends</b> <b>Characteristics</b> <b>Personalities</b> <b>Personal description</b> <b>Daily Routine</b>	<b>Furniture House (outside)</b> <b>Activities</b> <b>Local Town</b> <b>Household chores</b>	<b>Popular Music</b> <b>Film</b> <b>TV</b> <b>Critique</b> <b>Reviews</b>	<b>Subjects with detailed opinions</b> <b>Options</b> <b>School building</b> <b>Facilities</b>	<b>Food groups</b> <b>Eating out</b> <b>Shops</b> <b>Complaining</b>	<b>German: Berlin</b>  <b>Spanish: Latino Art</b>  <b>French: Franco-phonie</b>
	<i>Pupils should be able to do...</i>  (Skills being developed)	<b>Use the following language with confidence:</b> <b>Present Tense</b> <b>Possessive adjectives</b> <b>Adjective agreement</b> <b>Reflexive Verbs</b> <b>Comparatives</b> <b>Superlatives</b> <b>Adverbs of frequency</b> <b>Describe their family</b> <b>Talk about different family structures</b> <b>Describe their personal relationships</b>	<b>Use the following language with confidence:</b> <b>Prepositions</b> <b>Modal verb (can) + infinitives</b> <b>Adverbs of frequency</b> <b>Irregular verbs</b> <b>GO and DO</b> <b>Use a variety of connectives to help their work flow</b> <b>Describe their house using a variety of prepositions</b> <b>Give and justify their opinions about their home,</b>	<b>Use the following language with confidence:</b> <b>Present Tense</b> <b>Relevant past Tense with infinitives (eg decided to, chosen to)</b> <b>Relative pronouns</b> <b>Widening variety of sentence starters</b> <b>qualifiers and connectives to produce more coherent, fluid work</b>  <b>Use language knowledge</b>	<b>Use the following language with confidence:</b> <b>Present Tense</b> <b>Relevant past Tense with infinitives (eg decided to, chosen to with specific reference to their actual KS4 options which are chosen around this time.)</b>  <b>Adjective agreement</b>	<b>Use the following language with confidence:</b> <b>•Relevant past tense with using regular and common irregular verbs</b> <b>Future tense with resolutions for a healthier lifestyle</b> <b>Conditional to talk about what one would do.</b> <b>Revision of food groups</b>  <b>Discuss healthy/unhealthy choices of diet</b>  <b>Make resolutions for the future with justified opinions</b>	<b>Develop an understanding and appreciation of country-specific culture which may (not) include:</b>  <b>Fashion</b> <b>Food</b> <b>Historical events</b> <b>Prominent people</b> <b>Societal norms</b>  <b>Produce a creative response to the source material which could include:</b> <b>Drama</b> <b>Art</b> <b>Music</b>

		<p><b>Justify opinions about others</b>  <b>Discuss future, present and past daily routine</b></p>	<p><b>town and region</b>  <b>Use a variety of tenses to talk about where they have previously lived and where they intend to live in the future</b>  <b>Describe and comment on household chores</b>  <b>Describe a picture using the simple present tense accurately</b></p>	<p><b>and understanding to annotate a set of bullet points for a 90-word piece of work.</b></p>	<p><b>Comparatives &amp; Superlatives</b>  <b>Modal verb (can) + infinitives</b>  <b>Adverbs of frequency</b>  <b>Irregular verbs GO and DO</b></p> <p><b>Describe and comment on school subjects, justifying their opinions</b></p>	<p><b>Talk about shops they like to visit using appropriate tense</b></p> <p><b>Engage in dialogues in a restaurant / shop including complaining about problems.</b></p> <p><b>Conduct a role-play using brief TL clues</b></p>	
	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p><b>We now begin to revisit some of our Year 7 / 8 topics in much greater detail, appropriate to the rigours of GCSE, allowing students and teachers to push the limits and expand on what they have learned already.</b></p>	<p><b>Again, we revisit a familiar topic but extend our range of vocabulary associated with this, allowing students to give greater description and understand lengthier pieces of text.</b></p>	<p><b>Having already touched on different types of media and saying whether we like them or not, students now have the opportunity for immersion. Watching a film, a full episode of a TV show, listening to a</b></p>	<p><b>This once familiar topic now allows students to consider the options they have ahead of them and their route through school, at the time they are having their options talks and interviews for real. The timing of this topic is highly appropriate.</b></p>	<p><b>Although students have seen food and drink, this topic is much more conversational, focusing around real life restaurant and shop dialogues, and being able to complain when something isn't right.</b></p> <p><b>The nature of this topic engages students who</b></p>	<p><b>By using cooperative skills like teamwork and Organisation, students are encouraged to prepare a cultural presentation on this HT's cultural study. Again, with students having chosen their options, this is designed to maintain engagement from those who will cease further study.</b></p>



		Looking at different types of families encourages the students to accept difference and understand the concepts of tolerance, equality and diversity, seen in Year 7.	The topic of home will be revisited again in Year 11 when we look at social issues and homelessness.	diverse range of songs and reviewing them – using the Eurovision Song Contest as a platform for study whilst sowing seeds of curiosity and looking into the real songs chosen for this year's contest (which takes place in HT5)	This will be revisited again in Year 10 when we look at the workings of school and the idea of rules and problems.	have made their option choices and will not continue in Y10.	The topics are things that teachers are passionate about. They can bring real life and animation to their lessons on these topics and feedback from students who have done these topics already has been positive.
Year 10	<b>Topic Title and NC link</b>	<b>T1: My Studies &amp; Life at School</b>	<b>T2: Travel &amp; Tourism</b>	<b>T1: Marriage &amp; Partnership</b>	<b>T1: Social Media &amp; Mobile Tech</b>	<b>T3: Education Post-16</b>	<b>T2: Healthy Living</b>
	<i>Pupils should know...  (Core Knowledge &amp; Concepts to be learned)</i>	<p>School Rules</p> <p>Problems at school</p> <p>Comparing your primary and secondary schools</p> <p>How would you improve your school?</p> <p>School of the future</p>	<p>Destination</p> <p>Activities</p> <p>Problems</p> <p>Childhood Holidays</p> <p>Future / Ideal holidays</p>	<p>Character description</p> <p>Personality traits</p> <p>Reasons to marry</p> <p>Reasons to not marry</p> <p>Alternatives to marriage</p> <p>Equality</p>	<p>Pros &amp; Cons of Social Media</p> <p>How to stay safe online</p> <p>Other uses of mobile technology</p> <p>Advantages / Disadvantages of mobile tech.</p> <p>Comparison to traditional media.</p>	<p>Work Experience</p> <p>Future study plans</p> <p>Intentions</p> <p>Desirable qualities</p> <p>Jobs, careers, professions</p>	<p>Diet</p> <p>Smoking / Alcohol / Drugs</p> <p>Mental health / stress</p> <p>Physical exercise</p>

<p><i>Pupils should be able to do...</i></p> <p><i>(Skills being developed)</i></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Comparatives</b></p> <p><b>Superlatives</b></p> <p><b>Adjectival endings</b></p> <p><b>Modal verbs</b></p> <p><b>Future Tense</b></p> <p><b>Conditional tense</b></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Appropriate Past tense (Perfect, Preterite)</b></p> <p><b>Past tense description (imperfect)</b></p> <p><b>Sequencers Infinitive / verbal phrases (before, after having, whilst, since, coming from...)</b></p> <p><b>Weather</b></p> <p><b>Greater complexity</b></p> <p><b>Future Tense</b></p> <p><b>Conditional Tense</b></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Modal verbs – should, could, must, may</b></p> <p><b>Present tense</b></p> <p><b>Conditional tense</b></p> <p><b>Imperfect (when I was younger...)</b></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Opinions</b></p> <p><b>Justifications</b></p> <p><b>Modal verbs</b></p> <p><b>Comparatives</b></p> <p><b>Superlatives</b></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Past tense description</b></p> <p><b>Conditional tense</b></p> <p><b>Use of modal verbs – should, could, would</b></p>	<p><b>Use the following features of language with confidence:</b></p> <p><b>Appropriate past tense</b></p> <p><b>Partitive articles (some)</b></p> <p><b>Sequencers</b></p> <p><b>Conditional Imperfect (previous health habits)</b></p> <p><b>If clauses with present and future</b></p> <p><b>Negatives</b></p>
<p><i>Why are we doing this now? How does it build on prior learning and</i></p>	<p><b>At the start of Y10, students build their confidence with a topic that is vocabulary driven, rather than grammatical, although</b></p>	<p><b>Students revisit content from Year 8 and with the use of Imperfect tense can talk about when they were younger. Future and Conditional</b></p>	<p><b>Marriage and Partnership allows our students to consider the qualities and characteristics they would look</b></p>	<p><b>Year 10 students have been made aware of the dangers of social media and technology through Focus Days and form</b></p>	<p><b>The major tenses are used in the topic which focuses on jobs and work. It ties in very conveniently with the idea of work experience, as students are now</b></p>	<p><b>Healthy Living obviously touches on some elements from Y8/9 but now the students are more mature we can look at the topics of smoking, alcohol</b></p>

	<i>prepare for knowledge and learning still to come?</i>	<p>conditional is introduced.</p> <p>Grammar used is familiar, and students embed routines such as using Pearson Active Learn and weekly Vocabulary tests.</p> <p>An explanation of how the course works, topics to be covered and the exams to be undertaken ensures students are aware of expectations and the demands on them.</p>	<p>tense as seen in HT1 are revised and repeated as part of this topic.</p> <p>The imperfect tense will be seen again in the topics of marriage &amp; partnership in Y10, and environment in Y11.</p>	<p>for in a life partner, and frequently splits opinion in the class leading to some healthy discussion around religions, beliefs, attitudes and equality.</p>	<p>time activities. This puts them in a better place to now broach this topic in a foreign language, where they previously may not have had the ideas or thought processes to be able to communicate in depth how they feel about these things.</p>	<p>beginning to think about applying for and organising their placements.</p> <p>In terms of describing how their experience was, this is something we can re-visit when appropriate.</p> <p>In Y11, the idea of work is re-visited when we look at social issues, including unemployment.</p>	<p>and drugs – describing reasons why people may or may not choose to engage with these substances.</p> <p>Again, this topic can be followed up in social issues in Y11, but also provides students with some wider education emphasising messages delivered in Focus Day sessions and in form time around staying safe and making good choices.</p>
Year 11	<b>Topic Title and NC link</b>	<b>Global issues – the environment</b>	<b>Social issues – voluntary/charity work</b>	<b>PPEs and revision</b>			
	<i>Pupils should know...</i>  (Core Knowledge & Concepts to be learned)	<p>A range of vocabulary to describe environmental problems</p> <p>A range of geographical vocabulary including sea, air, land, rivers, trees, forests, etc.</p>	<p>A range of workplaces and types of voluntary work</p> <p>Vocabulary relating to the pros and cons of volunteering</p>	<p>Their strengths and areas of weakness based on the PPEs</p> <p>How to address the above</p> <p>A range of effective revision techniques specific to language</p>			

		<p>A range of ways that people can harm the environment</p> <p>How to form if sentences with consequences e.g. If we use cars every day, carbon emissions will rise.</p> <p>A range of modal verb phrases useful for discussing our responsibilities with regards to the environment such as must do/can do/should do/could do</p>		<p>learning and cross-curricular</p> <p>Exam strategies for each of the four skills</p>			
	<p><i>Pupils should be able to do...</i></p> <p><i>(Skills being developed)</i></p>	<p>Ask about and describe the environmental issues relevant to today's world.</p> <p>Say what is affected by environmental issues.</p> <p>Say some actions that people do to harm the environment</p> <p>Use the future tense to state the</p>	<p>Ask and say what the advantages and disadvantages of voluntary work are.</p> <p>Ask and say what voluntary work you have done in the past.</p> <p>Describe a past work placement.</p> <p>Ask and say what voluntary work you would like to do in the future and why.</p>	<p>Plan exam answers in written and spoken tasks</p> <p>Describe photos in detail (speaking) and factually (writing)</p> <p>Annotate a listening paper usefully in five minutes</p> <p>Spot distractors in listening and reading assessments</p>			

		<p>consequences of the above actions</p> <p>Ask and say what our responsibilities are regarding protecting the environment</p>		<p>Understand all relevant question words (what, who, which etc.) confidently</p> <p>Identify which tense is required in a speaking or writing answer</p> <p>Verbally answer questions for 2-3 minutes using a range of tenses on all three/five themes in the specification</p> <p>Ask a question about their chosen theme</p>			
	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Environment is a notoriously tricky topic area to teach, due to the technical nature of the vocabulary and the ideas we are discussing. Students at this stage have covered the vast majority of grammar they would need to be able to work with such vocabulary here, and are consequently able</p>	<p>Voluntary and charity work are things many of our students will have had some experience of, being at LHS. They have a wider awareness of the world and can make links between society and opportunities. This is also a good time to revisit their work experience to describe it in the past.</p>	<p>From this point we aim to have covered the curriculum and have time to undertake PPE exams, (mocks) and provide meaningful feedback, before commencing exam revision techniques, and meaningful preparation strategies.</p>			

		<p>to express themselves better.</p> <p>Post 16 studies are often even more topical than GCSE and so Environment and Social Issues in Y11 makes sure these things are at the front of students minds if they do move on to further study in MFL.</p> <p><b>In Year 11, we try to offer speaking intervention sessions to as many students as possible, tailored to their needs with our FLAs. This builds their confidence ahead of the PPEs, and then in readiness for the summer exams.</b></p>	<p>Post 16 studies are often even more topical than GCSE and so Environment and Social Issues in Y11 makes sure these things are at the front of students minds if they do move on to further study in MFL.</p>	<p><b>We also have time to allow the re-teaching of any topics that students are less comfortable with or need some intervention with.</b></p>			
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