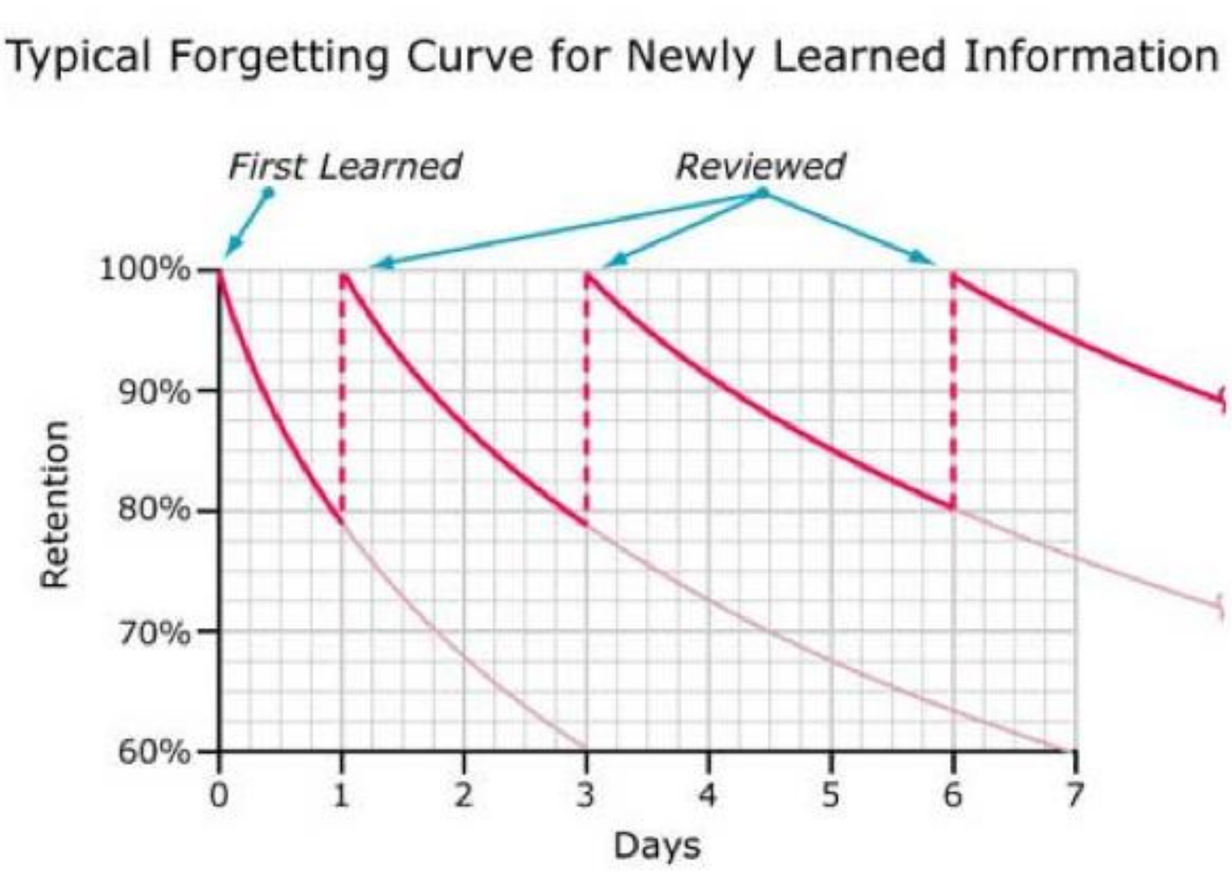
Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Curriculum Intent

The Curriculum Framework in *Modern Foreign Languages* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- The study of Modern Foreign Languages enables learners to understand and communicate with people around the world.
- We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
- Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences.
- We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages are spoken, as well as encouraging learners to be citizens of not just this country, but of their world.

***"When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind."* – Mouloud Benzadi**



Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 7	Introductions	Family life	Media and technology	Free time	Lifestyle choices
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Talk about themselves giving simple information. • Give details about their name, age, birthday. • Understand grammatical gender (nouns) • Conjugate verb "to have". • Understand and begin to apply basic adjectival agreement. • Asking and forming basic questions	• Talk about themselves giving information about nationality. • Discuss family make up including nationality, types of family (monoparental etc.) • Discuss sexuality in families. • Describe people physically and their character. • Count and use numbers to one hundred. • Give the age of their family members. • Discuss pets and describe them.	• Talk about TV viewing habits, • Talk about films and give justified opinions. • Talk about using computer and internet. • Discuss what apps they use and why. • Discuss what they do with family members.	• Talk about sports and hobbies. • Talk about musical instruments. • Giving and accepting invitations • Describing hobbies based on weather. • Future plans with friends and family	• Talk about health and fitness. • Understand going to the pharmacy/doctor's surgery. • Making lifestyle choices. • Talking about staying healthy in the future. • Discussing unhealthy habits. • Giving opinions on contemporary issues (smoking and drugs)
Topic/Unit *The title or topic of the unit of work.*	• Introducing myself	• My family	• My digital life	• My free time and hobbies	• A healthy lifestyle
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Meeting and greeting • Giving name • Saying age • Giving and understanding birthdays • Items in the bag and classroom	• Discuss the world and name countries in Target Language. • Discover where French, Spanish, German is spoken around the world. • Describe their family and give opinions about their family, • Talk about pets and ideal pets.	• Discuss TV programmes. • Give justified opinions about types of TV programmes. • Talk about spending time with family. • Talk about film genres. • Compare films genres. • Describe favourite actor.	• Discussing sports. • Discussing hobbies • Talking about music and instruments.	• Discussing health and fitness. • Giving advice on health and lifestyle choices. • Going to a pharmacy/doctor in real life situations. • Discussing contemporary issue and giving justified opinions.
Themes *The themes and ideas that will be covered within each topic.*	• Saying hello and goodbye. • Saying how you are feeling. • Giving your name. • Numbers 1-31. • Saying your age. • Months of the year. • Giving your birthday. • Saying what is in your bag/pencil case.	• Countries of the world • Nationality • Family members • Type of family (single parent, same sex, blended) • Family tree. • Pets • Describing people (physically/character) • Numbers to one hundred	• TV programmes • Film genres • Actors – descriptions • Internet • Applications and mobile phone.	• Sports • Hobbies • Music • Instruments • Inviting people to go out	• Body parts • Illnesses • Breaks and sprains. • Pharmacy • Food and drink • Healthy eating • Smoking/drugs • Future lifestyle • Daily routine
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Gender • Plurals • Basic adjectives • Negatives (no, not) • Indefinite article • Tener/avoir + age • Conjunctions and, also, but	• Gender • Adjectives • Adjective agreement/position • Plurals • Ser/être – present tense • Present tense "to live" – full paradigm. • Conjunctions and, also, but	• Immediate future • Adjectives • Adjective agreement • Comparatives • Superlatives • Complex opinions (that/I believe that)	• Present tense "to play." • Adverbs of frequency. • Opinions and reasons • Immediate future tense • If clauses (if + present + present) • Desde hace/depuis • Adjectives	• Gender • Adjectives • Position of adjectives • Immediate future tense • Third person verbs • Complex opinion phrases • Frequency adverbs

				• Adjective agreement • Conjunctions and, also, but, however, furthermore.	• Partitive article (French) • Infinitive structures (pour/para + inf) • Depuis/desde hace • Past tense (preterite/passé composé)
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Understand the concept of gender with nouns. • Apply the basic rules of pluralisation. • Be able to use basic adjectives and understand adjective position. • Form and use simple negatives when describing bag/pencil case. (no/ne...pas) • Conjugate the verb « to have » in the present tense (Tener/avoir) using the full paradigm for higher ability and I, you, he/she, we for lower ability. • Use simple conjunctions accurately in speech and writing. (And, but, also)	• Understand concept of gender with nouns. • Express and understand simple opinions. • Understand and use adjectives and adjective agreement. • Use the verb "to be" in the present tense. • Conjugate "to be" in the present tense using full paradigm for higher ability and I, you, he/she, we for lower ability. • Use simple conjunctions and, also, but.	• Give simple opinions. • Justify opinions using a variety of adjectives. • Compare and contrast genres/TV programmes. • Use the superlative to talk about favourite TV shows/films. • Describe their favourite actor physically.	• Conjugate "to play" in the present tense. • Understand regular conjugation of verbs in present tense. • Use frequency adverbs to talk about sports. • Use if clauses to talk about what they do according to the weather, • Talk about future intention using a second time frame.	• Use "doler/avoir mal" to describe aches and pains. • Understand a pharmacist/doctor. • Discuss lifestyle choices. • Discuss being healthy in the future. • Use modal verbs to give advice. • Use reflexives verbs in the present tense.
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• 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, coping with unfamiliar language and unexpected responses, 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	• 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, coping with unfamiliar language and unexpected responses, 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	• 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, coping with unfamiliar language and unexpected responses, 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	• 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, coping with unfamiliar language and unexpected responses, 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	• 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, coping with unfamiliar language and unexpected responses, 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

	pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, 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 stories, songs, poems, 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	adapted materials from a range of different sources, 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 stories, songs, poems, 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	adapted materials from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	adapted materials from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Conjugate • Gender • Adjective • Adjective agreement • Conjunction	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers)	• Conjugate • Present time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Conjugate • Present time frame • Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Conjugate • Present time frame • Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement

				• Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le	• Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le • Modal verbs • Perfect tense • Past time frame • Time markers
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising single words. • Recognising information in short passages. • Transcribe single words or short phrases (3 words) Reading • Matching single words to pictures. • Filling in gaps with single words. • Multiple choice questions with short passages • Translating single words or short phrases into English.	Speaking and Writing. Speaking • Photocard of a family. Describing the photo. • Read aloud task. Simple 3 sentences in Target Language. Writing • Five sentences describing a photograph. • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.	Speaking and Writing. Speaking • Photocard of a family. Describing the photo. • Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. Writing • Five sentences describing a photograph. • Write a short paragraph of 20-30 words about family/free time. • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.
Prior Domains	• Any vocabulary from primary school.	• Phonics/ Pronunciation • Asking Questions • Connectives • Negatives	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article • Comparatives • Superlatives	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article • Comparatives • Superlatives • Conditional sentences • Adverbs of frequency • Immediate future

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

British Values	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication, family types/LGBTQ+ • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Rule of Law – legal and illegal substances • Tolerance of culture, faith, and others • Personal Responsibility and Liberty
Numeracy foci	• Counting 0-31 • Basic addition and subtraction	• Counting to one hundred • Giving birth dates • Basic addition/subtraction			
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	**Spiritual** • Developing self-awareness (daily routine – praying, diets – vegetarian, vegan, religion) **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries) • Skills of evaluative judgement (healthy lifestyle – sport, diet, keeping fit) • Personal issues (illnesses, injuries, treatments) • Take on board opinions and arguments we may disagree with. • Finding ways to make things better for ourselves and others (treatments/advice.) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural**

					• Language and meaning in different cultures (different lifestyles) • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 8	House and Home	My Hometown and Region	Travel and Environment	Holidays
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Describing house and home with adjectives. • Giving opinions about house and home. • Using the conditional tense to describe ideal house/bedroom. • Using free time activities to talk about what you do at home.	• Describing town using adjectives. • Describing places in the town. • Giving opinions about hometown. • Talking about the pros and cons of hometown. • Talk about future dwellings and reasons. • Talking about activities in town depending on weather.	• Talking about travelling around town. • Navigating a train station in Spain/France/Germany. • Describing local environment. • Talking about local environmental issues. • Talking about being environmentally friendly.	• Describing holiday destinations. • Describing activities on holiday. • Narrating an event in the past tense. • Describing accommodation and travel • Talking about a past and future holiday.
Topic/Unit *The title or topic of the unit of work.*	• My House and Homelife	• Where I live	• Travel and the Environment	• Holidays and Travel
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Complex opinion phrases (à mon avis, selon moi/en mi opinion/como yo lo veo) • prepositions • reflexive verbs • Sequencers • Passé composé – irregular past participles • Opinions in past (c'était/era) • Connectives (puis, ensuite/luego/entonces)	• Perfect tense (je suis allé(e)) • Preterite (fui) • Imperative • Ordinal numbers • 3rd person verbs • if clauses • Interrogatives	• Preposition – en • Imperfect (weather set phrases) • Modal verbs • Passive (implicit) • Justified opinions (vu que) • Intensifier (vraiment/realmente)	• Preterite tense/perfect tense • Past tense time marker (last year, recently, last month) • Future tense time markers (Next year, next month, next weekend) • Sequencers (after, then) • Adjectives • Adjective agreement
Themes *The themes and ideas that will be covered within each topic.*	• Types of home/houses • Rooms in the house • Describing rooms in the house. • Furniture • Activities with friends at home • Bedroom • Ideal house/bedroom.	• Describing town. • Compass points • Directions • Countries • Weather • If clauses • Shops • Shopping in town • Future dwellings	• Transport • Opinions and reasons • Navigating a Train Station • Buying a ticket • Local environmental issues • Global environmental issues. • Being environmentally friendly.	• Types of holidays • Countries • Transport • Tourist office • Normal holidays • Accommodation • Weather and activities • Past holidays • Future plans
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Present tense • Adjectives • Adjective agreement • Prepositions • Since • Conditional tense • Regular -er/-ir verbs (habiter/vivir)	• Present tense (regular verbs) • Gender of nouns • Adjectives • Adjective agreement • Past time frame • Future time frame • Comparatives • Superlatives • Key verbs – ir/aller (present tense)	• Ir/aller – present tense full paradigm • Transactional vocabulary. • Money • Modal verbs • Complex Opinion Phrases. • Past tense – key verbs • Conditional tense – environmentally friendly. • Future tense.	• Nouns • Present tense regular verbs • Negatives • Adjectives • Adjective agreement • Adverbs of frequency. • Asking questions • Immediate future tense • Perfect/preterite tense • Time markers

		• If clauses • 3rd person verbs (il y a/hace)		• 3 tenses together • Modal verbs • If clauses • Imperfect tense • Querer/vouloir	
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Understand conjugation of regular verbs and apply this to new vocabulary. • Understand and apply adjectival agreement rules including "BAGS" adjectives in French. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to the future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. • Use and understand comparative and superlative structures and apply these to speech and writing independently.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. • Use and understand comparative and superlative structures and apply these to speech and writing independently.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. Use and understand comparative and superlative structures and apply these to speech and writing independently. • Use sequencers to narrate an event in the past tense, giving and justifying opinions.	
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• 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, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• 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, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• 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, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• 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, coping with unfamiliar language and unexpected responses, 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 from a range of different sources, 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 stories, songs, poems, 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	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 from a range of different sources, 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 stories, songs, poems, 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	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 from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	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 from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	[redacted]
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Conjugate • Gender • Adjective • Adjective agreement • Conjunction • Time marker • Tense • Time frame • Preposition • Conditional	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Conditional • Conditional sentence • If clause • Subordinate	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Paradigm • If clause • Conditional sentence	• Tenses • Time frames • Preterite/perfect • Future • Sequencer • Time marker • Conjunction • Conjugate	

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising information in short passages. • Recognising key ideas in longer texts (multiple choice/gap fill questions) • Transcribe short phrases (5-6 words) Reading • Filling in gaps with single words. • Multiple choice questions with short passages • Longer passages with multiple choice/true or false. • Translating short phrases into English.	Speaking and Writing. Speaking • Photocard of a house/town. Describing the photo. 1 supplementary question • Read aloud task. Simple 3 sentences in Target Language. 1 supplementary question. Writing • Five sentences describing a photograph. • 30-word piece – where I live. (5 bullets) • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.	Speaking and Writing. Speaking • Photocard of a holiday destination. Describing the photo. • Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. Writing • Five sentences describing a photograph. • Write a short paragraph of 40-50 words about holiday/hometown. • Translation of 5 simple sentences.	[redacted]
Prior Domains	• Phonics/pronunciation • Gender of nouns • Pluralisation • Adjectival agreement • connectives (and, but, also, with, however, then, after) • -er present tense • Gender of nouns • Pluralisation of nouns • Time • Modal verbs • Faire /hacer – irregulars • Perfect/preterite tense • Adverbs of frequency (always, often, sometimes, from time to time, rarely. • Intensifiers (very, quite, too, a little) • Definite & indefinite article • Justified opinions • Present tense time markers • Past tense time marker • Future tense time marker)	• Phonics/pronunciation • Present tense –er • Depuis • Adjectival agreement • Adverbs of frequency • Comparatives • Negatives • Conditional • Asking questions • Perfect tense (avoir) • Present tense aller • Justified opinions (parce que/car) • Prepositions • Near future • Tu vs vous • Intensifiers • Connectives • Definite and indefinite article • Present tense time markers • Past tense time marker • Future tense time marker	• Phonics/pronunciation • Connectives • Present tense –er • Conditional • Negatives • Perfect tense (je suis allé(e)) • Polite/Familiar language • Near future • Prepositions • Present tense “to go” • Transactional language • Sequencers • Gender of nouns • Intensifiers • Justified opinions • Definite and indefinite article • Present tense time markers • Past tense time marker • Future tense time marker • Adverbs of frequency	• Phonics/pronunciation • Present tense • Negatives • Prepositions • Gender of nouns • Adjectival agreement • Intensifiers • Modal verbs • Justified opinions • Connectives • Money • Numbers • Countries • Transport • If clauses ‘weather and activities’ • Opinions in past • Near future tense. • Conditional tense • Transactional language • Formal Vs informal language • Definite and indefinite article • Idiomatic language: (it’s raining cats and dogs) • Past tense time marker (• Future tense time marker • Adverbs of frequency	

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

British Values	• **Rule of law (classroom rules)** • **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)** • **Mutual respect (environment/where I live)** • **Personal responsibility – taking responsibility for protecting local environment.**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)** • **Tolerance of others – language register/appropriate language.**	
Numeracy foci					
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self- assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 9	School and Study	Work and Future Plans	Celebrity Culture	Festivals and celebrations
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Discuss and give views on lessons and timetable. • Compare and contrast subjects. • Describe teachers physically/personality and talk about rapports with staff. • Describe school building in terms of facilities/size/age and suggest improvements. • Talk about ideal school. • Discuss uniform and rules and create and talk about ideal school uniform. • Talk about pressures and problems at school and how they feel about school life.	• Discuss earning pocket money and helping at home. • Give opinions about jobs at home. • Talk about part time jobs and earning wages. Give opinions about different types of jobs and talk about positive and negative aspects of working. • Talk about family and their jobs. • Discuss future – including post 16 and work. • Discuss problems in the workplace and talk about acceptable behaviour at work.	• Revise TV/film/musical tastes and give extended justified opinions. • Talk about role models and why they are important. • Discuss and describe their favourite actor/singer/influencers. • Discuss role models – what did they do in the past. • Revise plans including why they may want to be a celebrity. • Talk about future ideas using if clauses.	• Discuss food and drink tastes and typical meal for a celebration. • Discuss celebrations that are pertinent to them including Diwali, Eid, Christmas. • Discuss birthdays/special days. • Describe presents and gifts. • Talk about a wedding. • Discuss future if they won the National Lottery using if clauses.
Topic/Unit *The title or topic of the unit of work.*	• School and my Studies	• Work and Future Plans	• What's trending?	• My social Life
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Imperfect (avait/había) • Conditional (serait/sería) • Modal verbs • Simple future full paradigm • Future time markers • Connectives (en revanche/por otro lado) • Past tense time marker (avant hier/anteayer) • Opinion phrases (je dirais que/diría que)	• devoir + INF • missing article (with jobs) • Future tense time marker (plus tard, bientôt/mas tarde, pronto) • Opinion phrases (d'après moi, je dirais que/desde mi punto de vista, diria que)	• Present tense • Comparatives • Superlatives • Adjectives • Past time frame • Present time frame • Future time frame • If clauses	• Conditional tense • Reflexive verbs • Adjectives and agreement • Future tense • Perfect tense (– full paradigm) • Irregular past participles • Modals • If clauses
Themes *The themes and ideas that will be covered within each topic.*	• School subjects • Timetable • Teachers • Describing school (buildings, facilities) • Clubs • Uniform • School rules • Pressures and problems at school • School trip • Successes at school • Post-16 plans	• Chores at home • Part-time jobs • Careers • Future jobs • Responsibilities at work • Understanding a job advert • Applying for a jobs • Interviews • Problems at work	• Describe family and set-up (revision) • Relationships with family (revision) • Role models – appearance (revision) • Why I admire my role model. • What my role model did in the past • Music tastes • Reading tastes • Technology • Social media and influencers	• Food and drink • Meals and opinions • Places in the town • Free time activities • Daily routine • Clothes • Birthday presents. • A wedding • Francophone national festivals in: ○ Quebec ○ Guadeloupe ○ Senegal

				○ Cannes Film Festival ○ 14th July in France • Hispanic Festivals ○ Day of the Dead ○ San Fermin ○ Tomatina ○ Las Fallas • winning the lottery	
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Imperfect tense • Perfect/preterite tense • Future tense • Conditional tense • Complex opinion phrases • Narrating an event in the past.	• Modals and the infinitive • Articles • Nouns and gender • Adjectives • Adjective agreement • Past, present and future time frames. • Giving complex and justified opinions.	• Present tense • Comparatives • Superlatives • Adjectives • Past time frame • Present time frame • Future time frame • If clauses	• Conditional tense • If clauses • Narrating an event in the past/present/future. • Adjectives • Adjective agreement • Complex opinions • Justifying opinions.	
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal school/uniform. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal job. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement. • Talk about personality traits using negative structures (no/never/only/anymore) • Using modal verbs of obligation.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal job in media. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement. • Talk about personality traits using negative structures (no/never/only/anymore) • Using modal verbs of obligation.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using a variety of adjectives and correct adjectival agreement.	
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• 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.	• 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.	• 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.	• 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, coping with unfamiliar language and unexpected responses, 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 from a range of different sources, 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 stories, songs, poems, 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	• initiate and develop conversations, coping with unfamiliar language and unexpected responses, 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 from a range of different sources, 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 stories, songs, poems, 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	• initiate and develop conversations, coping with unfamiliar language and unexpected responses, 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 from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	• initiate and develop conversations, coping with unfamiliar language and unexpected responses, 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 from a range of different sources, 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 stories, songs, poems, 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	[redacted]
Subject Specific Literacy	• Conjugate • Gender	• Conjugate • Present time frame	• Conjugate • Present time frame	• Conjugate • Present time frame	

The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.	• Adjective • Adjective agreement • Conjunction	• Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers)	• Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement • Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le	
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising information in short passages. • Recognising key ideas in longer texts (multiple choice/gap fill questions) • Transcribe short phrases Reading • Multiple choice questions with short passages • Longer passages with multiple choice/true or false. • Translating short phrases into English.	Speaking and Writing. Speaking • Photocard of a house/town. Describing the photo. 1 supplementary question • Read aloud task. Short text in Target Language (40 words) 3 supplementary questions in 3 time frames. Writing • 50/90 word piece • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language	Common Assessment for Y9 Listening Reading 50/90 writing.	
Prior Domains	• Phonics/pronunciation • Adjectival agreement • Gender of nouns • Pluralisation • present tense • conditional • negatives • Near future • Prepositions • Intensifiers (very, quite, too, a little, really) • Modal verbs • Justified opinions • Connectives (and, but, also, with, however, then, after, on the other hand) • (Time) Numbers • Perfect/preterite tense • Past time markers	• Pocket money • Personality adjectives • Phonics/pronunciation • Alphabet • Adjectival agreement • Gender of nouns • Pluralisation • present tense • conditional • negatives • Simple future • Intensifiers (very, quite, too, a little, really) • Modal verbs • Justified opinions • Connectives (and, but, also, with, however, then, after, on the other hand) • (Time) Numbers	• Phonics/pronunciation • Gender of nouns • Pluralisation • present tense • Sequencers • conditional • Future tense • Future time markers • Intensifiers • Modal verbs • Justified opinions • Connectives • Passé compose/preterite • Past time markers • Daily routine • Negatives • Definite and indefinite article • Partitive article • Past tense time marker	• Phonics/pronunciation • Gender of nouns • Pluralisation • present tense • Sequencers • conditional • Future tense • Future time markers • Intensifiers • Modal verbs • Justified opinions • Connectives • Passé compose/preterite • Past time markers • Daily routine • Negatives • Definite and indefinite article • Partitive article • Past tense time marker	

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	• Comparatives • Superlatives • Definite and indefinite article • Idiomatic language. • Past tense time marker (yesterday, last week, last month) • Present tense time markers (today, usually, generally, at the moment) • Future tense time marker (tonight, this weekend, tomorrow, next year, next month) • adverbs of frequency (always, often, sometimes, from time to time, rarely)	• Passé compose/preterite • Past time markers • Formal language (tu vs vous/usted) • Definite and indefinite article • Past tense time marker (yesterday, last week, last month, the day before yesterday) • Present tense time markers (today, usually, generally, at the moment) • Future tense time marker (tonight, this weekend, tomorrow, next year, next month) • adverbs of frequency (always, often, sometimes, from time to time, rarely)	• Present tense time markers • Future tense time marker • Adverbs of frequency	• Present tense time markers • Future tense time marker • Adverbs of frequency	[redacted]
British Values	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication, family types/LGBTQ+ • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	
Numeracy foci	• Counting 0-31 • Basic addition and subtraction	• Counting to one hundred • Giving birth dates • Basic addition/subtraction			
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self- assessment)	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment)	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural**	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures.	

	Cultural • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	**Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	• Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	• Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	