



Planning for Progression

At a glance...

	Unit 1	Unit 2	Unit 3
Year 7	Me, my family and friends	School and world of work	Free time, leisure and social media
Year 8	House and town	Travel and tourism	Healthy Living
Year 9	Traditions, Customs and Festivals	The Francophone/Hispanic world	Film Makers!
Year 10	Identity and Relationships Free Time, Media and Technology	Free Time, Media and Technology Customs and Festivals	Healthy Living and Lifestyle Travel, Tourism and Places of Interest
Year 11	Environment and where people live Education and Work	Celebrity Culture Revision of topics	Final exam preparation GCSE exams

Planning for Progression – Year 7

Module 1	Module 2	Module 3
Module Title: Me, family & friends	Module Title: School & World of work	Module Title: Free Time & Leisure
Unit Objectives & Module Intent <ul style="list-style-type: none"> This unit contains the foundational knowledge for language learners to start assimilating basic ideas to then apply these to different contexts in the future To support pupils coming from primary schools who may never have studied French or Spanish and need a basic introduction. To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language. 	Unit Objectives & Module Intent <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners. 	Unit Objectives & Module Intent <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To build on the topics in year 7. To allow opportunities to further retrieve and manipulate key grammatical structures from year 7. To enable pupils to express opinions about their own personal interests and hobbies. To retrieve the conditional mood (from jobs) in Y7.



Planning for Progression – MFL

<ul style="list-style-type: none"> • To ensure pupils become familiar with basic yet high frequency verb formations, phonics and spelling of the TL. • To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher. • Talking about themselves and being able to greet people represent key areas when learning a new language and culture 	<ul style="list-style-type: none"> • To learn about a topic that all pupils have in common in starting a new school. 	<ul style="list-style-type: none"> • To learn key verbs to talk about free time in the present and future tense. • Free time is an ideal topic to introduce the present conjugation of I/HE/WE to start getting familiarised to apply endings when talking about people and their actions and get pupils confident in using them
<p>Essential Learning Content:</p> <p>Substantive Knowledge Basic greetings, alphabet, numbers, age, dates and birthdays, school equipment, colours, introducing myself, countries and nationalities, physical descriptions (size), characteristics, family members, pets & describing others, Christmas</p> <p>Disciplinary Knowledge At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand basic classroom commands. • Greet and take leave of someone. • Give and request simple personal information. • Begin to identify the phonics as per mapping • Recognise and count numbers 1- 100 • Identify and ask for items in the classroom, using correct indefinite articles. • Give a short presentation about themselves, joining sentences together with connectives. 	<p>Essential Learning Content:</p> <p>Substantive Knowledge School subjects, opinions and justifications, school description, Telling the time, school uniform, transport, future studies, jobs.</p> <p>Disciplinary Knowledge At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Begin to identify the phonics as per mapping • Express likes / dislikes with regard to school subjects and give simple reasons why. • Understand others speaking / writing about their preferences. • Describing your school • Understand written / spoken descriptions of the school. • Be able to tell the time and say at what time they have lessons. • Exchange information about school timetable, using days of the week and times. 	<p>Essential Learning Content:</p> <p>Substantive Knowledge Music, TV, Sport, technology, free time plans, clothes, weather.</p> <p>Disciplinary Knowledge At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information about free time activities (Music, TV, Sports) • Give information about a range of sports and when to use the verbs to ‘play’ and ‘do’ correctly. • Talk about the frequency when someone (I/HE/WE) does something. • Introducing the topic of technology by using high frequency verbs (to chat, talk, write, send) • Describe usual activities and future plans • Question words to ask and answer questions: when, where, who with, why • Exchange information about what you will wear to go out.



Planning for Progression – MFL

- Understand physical and character descriptions of self and others using various positive / negative phrases.
- Be able to speak and write about family, friends and pets.
- Understand and respond to descriptions of myself and family members.

GRAMMAR:

- Pronunciation rules.
- Classroom instructions and request for permission.
- Question words.
- numbers 1-100
- Present Tense for some irregular verbs – to be / to have/there is
- Reflexive verbs in 1st, 2nd, 3rd person
- Indefinite articles.
- definite article
- Adjectives: position and agreement: masculine, feminine, plurals.
- Possessive adjectives
- Intensifiers
- Basic words of frequency
- Relative pronouns (which is called)
- Basic connectives
- Basic negatives
- Basic opinions

- Say how they go to school and compare means of transport
- Exchange information about school uniform.
- Increase knowledge of classroom commands.
- Further develop 4 linguistic skills.
- Exchange information about aspirational jobs.

GRAMMAR:

- expressing likes, dislikes and preferences
- key regular irregular present tense verbs in this topic
- adverbs of frequency
- intensifiers and connectives
- asking questions
- telling the time
- 1st person “to go” to express transport used
- Comparatives revision
- Superlatives
- consolidating colours and adjectival agreement
- “to wear” I/HE
- Conditional tense – preference verbs.
- Immediate future.
- Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive)

- Saying what people do/are going to do depending on the weather

GRAMMAR:

- Opinions + infinitive
- High frequency verbs related to free time
- Cognates
- Expanding on adjectives
- Intensifiers
- Connectives
- Adverbs of frequency
- Present tense I/HE/WE
- Present time tags
- Comparatives
- Question words (what, when, where, who with)
- Adjectival agreement
- Negatives
- Demonstratives (this)
- Sequencers
- Near future tense
- Future time tags
- Opinions & reasons in future tense
- When / If in subordinate clauses
- Conditional consolidation
- Verb ‘to wear’
- Weather



Planning for Progression – MFL

<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>
<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding 	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding 	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding



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Planning for Progression – Year 8

Module 1	Module 2	Module 3
Module Title: House, Town and Weather	Module Title: Travel & Tourism	Module Title: Healthy Living
<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics i.e. description and giving personal information. To introduce comparatives and use of 3 tenses which are useful to add detail and complexity to their writing and speaking 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8 through familiar vocabulary and language in a new context. To secure and master the present tense before consolidating past and future tenses. 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> To support pupils to build on their knowledge and be able to communicate about themselves in the target language. To allow pupils to revisit and learn new key grammatical skills. To enable pupils to exchange information about food, drink and health. To further manipulate 3 timeframes to discuss eating habits. To say what you should do to be healthy. This topic is incredibly relevant in terms of content because health and wellbeing are high on our school and the national agenda.
<p>Essential Learning Content:</p> <p>Substantive Knowledge Types of housing, description of own house, description of bedroom, ideal house, description of town, location of town, buildings in town, saying what you can do there, asking for & giving directions, pros & cons of living in a town, saying what your town was like in the past, activities you did in town, saying where you'd like to live in the future.</p> <p>Disciplinary Knowledge</p>	<p>Essential Learning Content:</p> <p>Substantive Knowledge Holiday preferences: destinations (countries and nationalities); time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; 24 hr. Clock, weather phrases and forecasts; holiday activities vocab; sequencers; holiday vocabulary and structures in past and future tenses.</p> <p>Disciplinary Knowledge</p>	<p>Essential Learning Content:</p> <p>Substantive Knowledge Food and drink, mealtimes, food/drink preferences, booking a table, ordering food, healthy living (eating, smoking, alcohol, drugs), daily routine, body parts, illness.</p> <p>Disciplinary Knowledge At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics as per mapping



<p>At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information about different houses • Describe rooms – particularly the bedroom. • Ask and say where things are in the house. • Describing your ideal house • Describing a town or city. • Give the location of where you live using points of a compass • Talking about buildings and shops that are in your town • Saying what you can do in a town • Pros & cons of living in your town • Asking for and giving directions • Saying what your town was like in the past • Saying what you did in the past in your town • Saying where you'd like to live in the future. • Say where you would like to live in the future <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Countries • Verb “to live” in 1st, 3rd, 4th, 6th person • Irregular verbs key to this topic. • Prepositions • Points of a compass • Opinions and reasons • Comparatives and superlatives consolidation • Quantifiers (more, less, more than, a lot of, some, a) • Expanding on adjectives 	<p>At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the phonics as per mapping • Revision of countries and nationalities • To exchange information about preferences with regard to holiday, a past holiday and future hopes. • To revise and expand knowledge of names of countries • Asking and answering questions: when, what, where, who with, how, why • How long • Time of year (seasons) • Mode of transport & reasons for preference • Factors important / not important • Preferred activities while on holiday • Organising paragraphs using sequencers • To exchange information about the weather • Understanding and talking about places of interest in a town • Describe a past holiday and activities with opinions and reasons • To revise ways of expressing opinions and preferences in 3 tenses • Describe where you would like to go in the future to consolidate future tenses. • To consolidate how to approach a 90-word task using 3 timeframes <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Verbs of preference in present tense (I usually... I prefer...) 	<ul style="list-style-type: none"> • Exchange information about what they like to eat and drink and why. • Express what they eat at different meal times and times of the day. • Exchange information about what family members eat and think about certain foods. • Express what you eat and drink using 3 tenses (past, present, future) with appropriate time tags. • Read and understand an authentic menu. • Confidently book a table and order food in a restaurant. • Expressing prices • Expressing your daily routine and time • Exchange information about the dangers of smoking, alcohol and drugs. • Exchange information about what you should do to lead a healthy lifestyle. • Learn body parts. • Exchange information about what hurts and further illness. <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Vocabulary on food and drinks • Quantities • Opinions + infinitives • Verbs “to eat” and “to drink” in present tense: 1st, 3rd, 4th, 6th person • Meal times • Present time tags • Positive and negative adjectives • Comparatives and superlatives revision
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Planning for Progression – MFL

<ul style="list-style-type: none"> • Expanding on negatives (never, neither, nor, not anymore) • Infinitive phrases (where you can) • Relative pronouns (which, where) • Imperfect tense high frequency verbs (it was, there was, it had) • Question words. • Imperatives • High frequency verbs in the past • Conditional Tense of preference words • Immediate future. • Higher phrases: If I had.../When I'll be older... 	<ul style="list-style-type: none"> • It is + adj + infinitive • Present tense 'to go / to do' • Revision of question words. • Comparatives / Superlatives • 24h hour clock revision • Common reflexive verbs • Expressing someone else's likes and dislikes (3rd, 6th) • Past tense: full conjugation • Verbs of preference in the past consolidation • I/We had a good time • Use of sequencers • Immediate future consolidation • Conditional consolidation • Weather expressions • If clauses consolidation 	<ul style="list-style-type: none"> • If clauses (If I have time...+ present/immediate future) • 3 tenses for 1st person (past, present, future) • Opinions in past/present/future • Recognising past/future phonics • Present/Conditional to book a table and order food • 24h clock • prices • Infinitive structures (you must, you should) • Negative infinitive structures • Reflexive verbs for illnesses and daily routine
<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered



<ul style="list-style-type: none"> • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<ul style="list-style-type: none"> • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<ul style="list-style-type: none"> • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>
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Planning for Progression – MFL

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Planning for Progression – Year 9

Module 1	Module 2	Module 3
Module Title: Traditions, Customs and Festivals	Module Title: Hispanic/Francophone World	Module Title: Film Makers!
<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. • To exchange basic information on the themes of food, a sub-topic containing many cognates. This is a useful topic for students who will have the opportunity to visit the country. • To ensure each topic builds on the previous. • To allow opportunities to revisit key grammatical structures and skills. • To introduce life in Spain and familiarise pupils about Hispanic culture. • To revisit the topic of school and develop further by considering uniform and other clothes as well as eating habits in the school day 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To develop pupils cultural understanding of foreign cultures. • To address stereotypes. • To allow opportunities to develop areas studied previously in KS3 while looking at KS4. • To give the opportunity to expose pupils to an authentic film 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To allow opportunities to develop areas studied previously in KS3 while looking at KS4. • To give the opportunity to create their own film/presentation using target language.
<p>Essential Learning Content:</p> <p>Substantive Knowledge Drink and snack vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; Spanish fiestas; buying food for party – more food vocab, measures. Clothes – vocabulary items, materials, style, opinions and reasons. Buying</p>	<p>Essential Learning Content:</p> <p>Substantive Knowledge An authentic film, Descriptions (comparatives, superlatives), Relationships and marriage, Popular culture (Food, Clothes, Celebrities)</p> <p>Disciplinary Knowledge At the end of this unit, pupils will be able to:</p>	<p>Essential Learning Content:</p> <p>Substantive Knowledge Creating their own film/presentation using all their previous knowledge from the KS2&KS3 curriculum.</p> <p>Disciplinary Knowledge Using:</p> <ul style="list-style-type: none"> • present tense • past tense



Planning for Progression – MFL

clothes – sizes, prices, asking for alternatives.
Describing school uniform - opinions; ideal school uniform.

Disciplinary Knowledge

At the end of this unit, pupils will be able to:

- Identify the phonics...
ca / co / cu / k / qu / b / v / ga / go / gu / d.
- Express feelings – hunger / thirst etc.
- Order food / drink in café.
- Recite numbers from 100 – 5000.
- Ask for the bill / question it.
- Exchange information about meal times / routine / healthy eating / The body – health problems – symptoms and remedies.
- Give simple opinions about food they like/dislike and reasons why.
- Exchange information about buying clothes.
- Ask for different sizes.
- Give opinions.
- Compare sizes / prices.
- Ask prices.
- Describe uniform.
- Exchange information about Spanish fiestas.
- Revision of personal information in context of meeting people at a party.

GRAMMAR:

- direct object pronouns with things
- expressions of quantity
- disjunctive pronoun with preposition

- Identify the phonics as per mapping
- Immerse themselves into the film which will form the basis of the topic.
- Have the opportunity to learn about foreign cultures.
- Expose themselves into authentic material in TL.
- Describe the characters in the film and make comparisons
- Express basic relationships and views on marriage
- To revise and expand knowledge of food and clothes
- To say what people are doing right now.
- Confidently approach a 90-word task using 3 timeframes

GRAMMAR:

- Question words
- Mastering descriptions and adjectives
- Comparatives + Superlatives
- To have / To be – full paradigm
- Demonstratives (this, those)
- Reflexive verbs
- Present tense ‘to want’: 1st, 3rd
- Mastering the conditional tense
- Mixing 3 timeframes
- Opinions and reasons in 3 timeframes
- Master conditional tense
- Higher expressions: If clauses, What I like the most is, it’s worth it, it’s the best/worst
- Present continuous

- future tense
 - opinions
 - descriptions
 - cultural knowledge
- from all previous topics. That creates an authentic bridge into GCSE-style writing and speaking.



<ul style="list-style-type: none"> • parts of the body • Agreement of adjectives. • Possessive adjectives. • Demonstrative adjectives and pronouns. • Present Tense • Question Words 		
<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term.</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work



<ul style="list-style-type: none"> Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<ul style="list-style-type: none"> Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<ul style="list-style-type: none"> Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>
<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> All pupils access the same ambitious curriculum. Support is provided through: <ul style="list-style-type: none"> Scaffolding <ul style="list-style-type: none"> pupil-friendly knowledge organisers lessons follow the same structure throughout narrative curriculum to make links introducing new vocabulary in chunks of 3s visuals on ppts to accompany words and concepts use of technology: homework online via Languagenut Adapted explanations Flexible grouping or timely intervention Challenge is provided through: <ul style="list-style-type: none"> Deeper thinking More complex application Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> All pupils access the same ambitious curriculum. Support is provided through: <ul style="list-style-type: none"> Scaffolding <ul style="list-style-type: none"> pupil-friendly knowledge organisers lessons follow the same structure throughout narrative curriculum to make links introducing new vocabulary in chunks of 3s visuals on ppts to accompany words and concepts use of technology: homework online via Languagenut Adapted explanations Flexible grouping or timely intervention Challenge is provided through: <ul style="list-style-type: none"> Deeper thinking More complex application Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> All pupils access the same ambitious curriculum. Support is provided through: <ul style="list-style-type: none"> Scaffolding <ul style="list-style-type: none"> pupil-friendly knowledge organisers lessons follow the same structure throughout narrative curriculum to make links introducing new vocabulary in chunks of 3s visuals on ppts to accompany words and concepts use of technology: homework online via Languagenut Adapted explanations Flexible grouping or timely intervention Challenge is provided through: <ul style="list-style-type: none"> Deeper thinking More complex application Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>



Planning for Progression – Year 10 SPANISH

Module 1	
<p>Module Title: Identity and Relationships</p> <p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. • To describe members of your family or friends in detail. • To say what activities you do with others. • To describe your friendships with others, giving reasons for getting on/not getting on with people. • To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages 	<p>Module Title: Free Time, Media and Technology</p> <p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams. • To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. • To discuss reading habits. • To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. • To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. • To discuss shopping habits and preferences, including favourite shop/location. • To say how you use the internet, how often, your preferences, and to list advantages and disadvantages. • To say what social media apps or platforms you use, how often, and what you think are the advantages and disadvantages. • To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages.



	<ul style="list-style-type: none"> To give your opinions about the importance of technology to young people and society.
<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Numbers Months Aunque (although, even though) Como (like, as) Mientras (while, whilst) (or) Para (so that, in order that) Pero (but) Porque (because) Que (that, who) Si (if, whether) Sino (but (rather), except) Y (and) <p>Unit Grammar:</p> <ul style="list-style-type: none"> Ser, tener (present tense) Adjectival phrases (regular adjective agreement, position, uses of <i>ser</i> and <i>estar</i> and comparison) Articles Formation of feminine and plural nouns Demonstrative adjectives 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Ahora (now, these days) Siempre (always, forever) Nunca, (no) nunca (never) Todavía (still, yet) Ayer (yesterday) Jamás (never) Mañana (tomorrow) Actualmente (now, at present, currently) Normalmente (normally) (No) ni...(ni)... (nor, or (after negative verb) neither...nor...) No (no, not) Nunca, (no) nunca (never) Jamás (never) Ahora (now, these days) Siempre (always, forever) Actualmente (now, at present, currently) Normalmente (normally)



Planning for Progression – MFL

- Possessive adjectives
- Adverbial phrases (phrases, position and comparative structures)
- Modal verbs (*poder* and *querer* + infinitive)
- Word order of direct object and indirect object pronouns
- Prepositions (personal *a*, possession *de*, *para* + infinitive, *sin* + infinitive)
- Adjectival phrases (*lo* + adj, possessive adjectives (*mío/a/ os/as*, *tuyo*, *suyo*, *nuestro*, *vuestro*), regular superlative adjectives and irregulares (*el mejor*, *el peor*))
- Adverbial phrases (superlative adverb structures)
- Prepositions (*antes de* + infinitive, *después de* + infinitive, syntax of prepositions in questions)

Higher tier

- Pronouns

Key Phonics:

- a
- e
- i
- o
- u

Unit Grammar:

- Stem changing irregular verbs
- Infinitive used as a noun
- Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
- Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
- Syntax of *interesar*-type verbs

Higher tier

- Preterite tense (verbs with spelling changes eg *leí* – *leyó*).
- *Para* + infinitive
- Position of adverbs of time, manner and place
- Comparative structures (regular forms *más...que/de*, *menos...que/de*, *tan...como* and irregular forms *mejor* and *peor*)

Unit Phonics:

- ga
- go
- gu
- ge
- gi
- gue
- gui
- j
- v

Unit Assessment:

Class task: 90 words

Lesson by lesson:

Each lesson has 3 check points of learning and activities must support systematic checking for understanding.

Unit Assessment:

All 4 skills tested before the end of the term from Module 1 (partial Speaking exam)

Lesson by lesson:

Each lesson has 3 check points of learning and activities must support systematic checking for understanding.



Planning for Progression – MFL

We are using the 4 part lesson:

- Starter/recall / retrieve
- Input – teaching of content, should be done using a variety of methods including modelling
- Consolidation – mix of pair work, independent work, games, L R W S skills covered
- Review / plenary

Checking Understanding Throughout

- Teachers regularly assess learning through:
 - Questioning
 - Observation
 - Mini whiteboards
 - Live marking or scanning of work
- Misconceptions are addressed immediately rather than left to feedback later.

Purpose: Ensure teaching is responsive, not fixed.

Disadvantaged Provision:

- All pupils access the **same ambitious curriculum.**
- Support is provided through:
 - Scaffolding
 - pupil-friendly knowledge organisers
 - lessons follow the same structure throughout
 - introducing new vocabulary in chunks of 3s
 - visuals on ppts to accompany words and concepts
 - use of technology: homework online via Languagenut
 - Adapted explanations
 - Flexible grouping or timely intervention
- Challenge is provided through:
 - Deeper thinking
 - More complex application
 - Higher-quality responses

Purpose: Enable progress for all without lowering expectations

We are using the 4 part lesson:

- Starter/recall / retrieve
- Input – teaching of content, should be done using a variety of methods including modelling
- Consolidation – mix of pair work, independent work, games, L R W S skills covered
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 - use of technology: homework online via Languagenut
 - Adapted explanations
 - Flexible grouping or timely intervention
- Challenge is provided through:
 - Deeper thinking
 - More complex application
 - Higher-quality responses

Purpose: Enable progress for all without lowering expectations



Module 2		Module 3
Module Title: Customs and Festivals	Module Title: Healthy Living and Lifestyle	Module Title: Travel, Tourism and Places of Interest
Unit Objectives & Module Intent <ul style="list-style-type: none"> To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations. To talk about a special day in the past. 	Unit Objectives & Module Intent <ul style="list-style-type: none"> To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries. To say what your lifestyle was like in the past and your future intentions. 	Unit Objectives & Module Intent <ul style="list-style-type: none"> To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages. To talk about the weather. To describe holiday time activities (while away on holiday or at home) and give opinions. To describe holiday destinations in the present, past and future. To say whether holidays are important and why. To describe an ideal holiday. To list and describe places of interest, locally and elsewhere and give opinions about them.
Essential Learning Content:	Essential Learning Content:	Essential Learning Content:
Substantive and Disciplinary Learning Content:	Substantive and Disciplinary Learning Content:	Substantive and Disciplinary Learning Content:
Essential vocabulary listed on AQA specification under topic title shown plus...	Essential vocabulary listed on AQA specification under topic title shown plus...	Essential vocabulary listed on AQA specification under topic title shown plus...
Unit Vocabulary:	Unit Vocabulary:	Unit Vocabulary:
<ul style="list-style-type: none"> Time expressions Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) 	<ul style="list-style-type: none"> (No) ni... (ni)... (nor, or (after negative verb) neither...nor...) No (no, not) Nunca, (no) nunca (never) Jamás (never) 	<ul style="list-style-type: none"> Primero/a (first (m/f)) Luego (then, later) Después (after, afterwards) Finalmente (finally, at last)
		Unit Grammar:



<p>Unit Grammar:</p> <ul style="list-style-type: none"> • Indirect object pronouns (le doy, quiero darle) • Interrogative pronouns • Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive) • Interrogatives <p>Higher tier</p> <ul style="list-style-type: none"> • Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • ca • co • cu • cu + vowel 	<ul style="list-style-type: none"> • Hacer falta + (infinitive) (it's necessary (+ verb)) • Hay que (you must (general), one must) • Deber ((to) have to, must having to) <p>Unit Grammar:</p> <ul style="list-style-type: none"> • Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) • Neuter demonstrative pronouns (esto, eso) • Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) • Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs <i>ser, ir</i> and <i>ver</i>) • Impersonal verbs (se puede, se necesita) • Modal verbs (<i>deber</i> and <i>tener que</i> + infinitive) <p>Higher tier</p> <ul style="list-style-type: none"> • Impersonal verbs (falta, hace falta, vale la pena) • Reflexive use of plural forms of pronouns (nos, os, se) • Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...) • Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>ser, ir</i> and <i>ver</i>) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • -r- • -r • rr • r- 	<ul style="list-style-type: none"> • Preterite tense (regular and irregular) • Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs <i>ser, ir</i> and <i>ver</i>) • Imperfect continuous (1st, 2nd and 3rd person singular) • Impersonal (hace + noun) <p>Higher tier</p> <ul style="list-style-type: none"> • Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>ser, ir</i> and <i>ver</i>) • Imperfect continuous (1st, 2nd and 3rd person singular and plural) • Subjunctive mood (present singular of five irregular verbs <i>hacer, ser, ir, venir</i> and <i>tener</i>) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • ll
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	<ul style="list-style-type: none"> • word initial r- • -r- following consonants n, l or s 	
<p>Unit Assessment: Class task: 150 words</p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term from Module 1-2 (partial Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term from Module 1-3(June Mock + full Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>



<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>
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Planning for Progression – Year 10 FRENCH

Module 1	
<p>Module Title: Identity and Relationships</p> <p>Unit Objectives & Module Intent:</p> <ul style="list-style-type: none"> • Describe a person’s nationality, character, personality and physical appearance. • Describe a person’s sexual orientation. • Describe relationships with friends and family. • Describe qualities of a good friend. • Describe ideal partners and why. • Describe different types of partnerships - pros and cons. 	<p>Module Title: Free Time, Media and Technology</p> <p>Unit Objectives & Module Intent:</p> <ul style="list-style-type: none"> • Express positive and negative opinions about own and other people’s hobbies. • Extend sentences with justified reasons. • Add details regarding when, where, how often and who with. • Use a variety of adverbs and connectives. • Include opinions and justifications with preceding direct objects. • Use comparatives to compare activities/give preference. • Refer to past activities and future plans. • Refer to sporting events and favourite sports personalities/teams. • Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages. • Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. • Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.
<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Je suis • Je m’appelle, il/elle s’appelle • J’ai seize ans 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • J’aime • J’adore • Je déteste



Planning for Progression – MFL

- Dans ma famille il y a 4/5 personnes
- J'ai deux frères
- Je m'entends... avec
- Il/elle me fait rire/content
- Je voudrais avoir/être
- Il/elle a
- Il/elle est

Higher tier

- Il/elle serait
- Il/elle aurait

Unit Grammar:

- Formation of nouns (feminine/plural)
- Indefinite articles
- Definite articles
- Subject pronouns (je, il, elle)
- Avoir (present tense)
- Être (present tense)
- Expressing age
- Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)
- Conditional tense (je voudrais)
- Possessive adjectives (mon, ma, mes, ton, ta, tes)
- Adjectival agreements
- Adjectival positioning (including more than one)
- Adverbs of intensity
- Emphatic pronouns (avec moi, toi)
- Negative (ne... pas)
- *De* after negative
- Cardinal numbers (1-30)
- Impersonal verb phrase (il y a)

- Je préfère
- D'habitude je joue au football/du piano
- J'adore faire du basket-ball car j'aime les sports d'équipe.
- Je joue au tennis depuis deux ans.
- Je suis allé/e ...c'était
- je vais aller...
- je voudrais...
- j'ai lu, vu, on a lu, vu
- Mes amis et moi allons au centre de loisir pour faire de la natation car c'est vraiment relaxant.
- Hier j'ai mangé du fromage parce que je le trouve bien.
- Demain je vais aller au cinéma pour voir un film avec mon frère car...
- Je voudrais essayer de faire du ski cependant ça coûte cher.
- J'utilise mon... pour...
- Mon gadget préféré c'est mon...
- Je l'utilise pour.../j'ai utilisé
- Je l'adore
- Je le/la trouve
- On peut/on doit
- J'ai regardé, écouté
- Ça me fait peur
- Ça m'inquiète
- Je m'inquiète
- A l'avenir je vais
- Le lundi je regarde...
- Il y a un risque de...
- Il existe le risque de...
- Days of the week

Higher tier

- Ce sera...
- Ce serait...



- Interrogatives (comment...?)

Higher tier

- Emphatic pronouns (avec lui, elle, eux, elles)
- Conditional tense (il/elle aurait, ce serait)

Key Phonics:

- silent final 'd'
- eu
- silent final e
- è/ê/ai
- 'n' liaison
- on/om

- Je les trouve
- Je ne peux pas vivre sans
- J'ai toujours voulu avoir
- Quand j'étais petit(e), j'avais/j'utilisais
- Je viens de

Unit Grammar:

- Present tense (-ER regular verbs)
- Jouer au, à la, à l', aux + sports activities
- Jouer du, de la, de l', des + instruments
- Aller (present)
- Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies)
- Perfect tense (with *avoir*, regular and irregular verbs: *je/on* form)
- Perfect tense (with *être* - je suis allé(e), on est allé)
- Imperfect (*c'était*)
- Periphrastic future (near future tense - je vais aller)
- Negatives (ne... personne)
- Modal verbs (je veux, on veut)
- Adverbs of time and frequency (demain, hier, d'habitude)
- Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
- Pour + infinitive
- Comparatives (plus... que, moins... que, aussi...que)
- Interrogatives (avec qui, qu'est-ce que... ?)
- Present tense (-ER regular verbs)
- Perfect tense (auxiliary of *avoir*, je + regular verbs)
- Modal verbs (je peux, on peut)
- Adverbs of frequency, time
- Comparatives (moins... que, plus... que, aussi... que)
- Negative (ne... jamais)



- Pour + infinitive
- Sans + infinitive
- Impersonal verb phrases (il y a, il existe)
- Relative clauses using *qui*
- Preverbal singular direct object pronouns (le, la)
- Demonstrative adjectives (ce, cette, ces)
- Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
- 24 hour clock (à 18 heures)
- Possessive adjectives (son, sa, ses)
- Interrogatives (qui, quel...?)

Higher tier

- Regular superlative adjective and adverb structures
- Conditional (ce serait)
- Inflectional (simple) future (ce sera)
- Depuis
- Time expressions (venir de, être en train de)
- Relative clauses using *que* and *quand*
- Preverbal plural direct object pronoun (les)
- Relative pronoun (quand)
- Modal verbs (pouvoir – full paradigm)

Unit Phonics:

- silent final consonant p
- é (-er, -ez)
- ain, in, aim, im
- que
- tion
- s
- silent s
- e
- on/om



	<ul style="list-style-type: none"> • que • j • th
<p>Unit Assessment: Class task: 90 words</p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term from Module 1 (partial Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>



<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>
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Module 2		Module 3
Module Title: Customs and Festivals	Module Title: Healthy Living and Lifestyle	Module Title: Travel, Tourism and Places of Interest
<p>Unit Objectives & Module Intent:</p> <ul style="list-style-type: none"> • Learn about local and national festivals in the UK and in French-speaking countries/communities. • Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events. • Refer to food on special occasions and at celebrations. • Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet). 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. • Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. • Describe sporting activities and ways of keeping fit. • Compare past and present lifestyle choices and future intentions. 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • Refer to and give opinions on: <ul style="list-style-type: none"> ✓ holiday destinations ✓ holiday locations ✓ means of transport for holidays ✓ weather ✓ holiday activities ✓ holiday accommodation. • Refer to recent and future holidays. • Places of interest locally and elsewhere, including descriptions and preferences.



<ul style="list-style-type: none"> Country traditions/customs focus, eg Senegal, Morocco. 		
<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Je célèbre/on célèbre (festivals) Je suis/on est (religion) On va... (places of worship/celebration) C'est le (event) de (person) On mange/donne/organise/prépare/cache/achète/s'amuse On croit/voit/boit/reçoit/écrit... Je suis allé(e)/on est allé(e)/nous sommes allé(e)s On a vu, bu, reçu, écrit, ouvert J'étais, c'était, on était... Je voudrais, on voudrait... Il (ne) faut (pas) il ne faut jamais Je vais, nous allons + infinitive Times of year, months, dates <p>Higher tier</p> <ul style="list-style-type: none"> Ce serait... Çe sera... J'ai toujours voulu 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Je suis en forme/en mauvaise forme Je joue/fais/regarde/mange/je bois/je prends/lis/cours Si j'ai soif/faim J'ai joué/fait/regardé/mangé/bu/pris/lu/couru Je passe le temps Je le/la/les trouve Ça me fait peur Ça m'inquiète/je m'inquiète Il/elle m'intéresse, ça m'intéresse On peut/on doit Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine Je jouais/faisais/ mangeais/prenais/lisais Je serai/ferai, j'aurai/j'irai Il me faut Ça peut te tuer/ te faire mal Pour devenir... <p>Higher tier</p>	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Je vais au/aux + masculine countries En + feminine countries En/à + forms of transport En/au + seasons/time of year Avec + travel companions Nous restons + accommodation Weather phrases (il fait chaud/froid etc) L'année dernière je suis allé(e) C'était.. Il y avait/il n'y avait pas de... Tous les jours j'allais/je jouais/je faisais... Cette année, je vais aller/ voyager Je voudrais aller <p>Higher tier</p> <ul style="list-style-type: none"> Ce sera Ce serait Quand j'étais jeune, j'allais... Tous les jours, nous allions/nous jouions/nous faisons.... <p>Unit Grammar:</p>



<p>Unit Grammar:</p> <ul style="list-style-type: none"> • Present tense (-ER/-IR/-RE regular verbs - full paradigm) • Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular) • Perfect tense (with <i>avoir</i> and <i>être</i>, regular and irregular verbs) • Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - <i>aller</i>, <i>faire</i>, <i>être</i>, <i>avoir</i>) • Periphrastic future (near future tense - <i>aller</i> + infinitive) • Conditional tense (<i>je/tu voudrais</i>, <i>il/elle/on voudrait</i>) • Impersonal verb (<i>il faut</i>, including negatives) • Modal verbs (<i>pouvoir</i>, <i>vouloir</i> – present tense + activities) • Possessive adjectives (<i>notre</i>, <i>votre</i>, <i>nos</i>, <i>leur(s)</i>) • Interrogatives (<i>quand</i>, <i>quelle... ?</i>) • Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg <i>s’amuser</i>) • Contraction of pronouns (<i>m à m’</i>, <i>te à t’</i>, <i>le/la à l’</i>, <i>se à s’</i>) • Word order with <i>de</i> to indicate possession (eg <i>l’anniversaire de mon père</i>) • Emphatic pronouns (<i>moi</i>, <i>toi</i>) <p>Higher tier</p> <ul style="list-style-type: none"> • Preverbal plural indirect object pronouns (<i>nous</i>, <i>vous</i>, <i>leur</i>) • Imperfect tense (singular and plural) 	<ul style="list-style-type: none"> • En faisant plus d’exercice, je voudrais être en forme... <p>Unit Grammar:</p> <ul style="list-style-type: none"> • Present tense • Imperfect tense (1st, 2nd, 3rd person singular) • Perfect tense (with <i>avoir</i> and <i>être</i>) • Modal verbs (present tense - <i>pouvoir</i>, <i>vouloir</i>, <i>savoir</i>, <i>devoir</i>) • Negatives (<i>ne... rien</i>) • Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - <i>s’inquiéter de</i>, <i>s’intéresser...</i>) • <i>Avoir</i> phrases (<i>j’ai faim/soif</i>) • Imperatives (2nd person singular and plural, including <i>aller</i> and <i>faire</i>) • Impersonal verb forms (<i>il me faut</i>) • Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg <i>vapoter n’est pas bon pour la santé...</i>) • Preverbal singular direct object pronouns (<i>me</i>, <i>te</i>, <i>vous</i>, <i>le</i>, <i>la</i>) • <i>Pour</i> + infinitive <p>Higher tier</p> <ul style="list-style-type: none"> • <i>Aucun(e)</i> • Negative (<i>ne... ni... (ni...)</i>) • Modal verbs (perfect tense - <i>pouvoir</i>, <i>vouloir</i>, <i>savoir</i>, <i>devoir</i>) • Preposition <i>en</i> + present participle (regular verbs + <i>faire</i>) • Imperative (<i>être</i>: <i>sois</i>, <i>soyez</i>) • Inflectional (simple) future (<i>ce sera</i>, <i>je serai</i>) 	<ul style="list-style-type: none"> • Present tense • Perfect tense • Imperfect tense • Periphrastic future (near future tense) • Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine) • Modal verbs (present tense) • <i>Faire</i> + activities (past, perfect) • <i>Faire</i> + weather phrases • Prepositions (countries) - <i>à</i> with masculine and plural countries, <i>en</i> with feminine countries • Prepositions (<i>en</i> + transport) • Use of article with <i>dans</i>; omission of article with <i>en</i> (eg <i>dans les Alpes/en France</i>) • Position of adverbs of time (<i>l’année dernière</i>, <i>tous les jours</i>) • Position of adverbs of manner (<i>lentement</i>, <i>facilement</i>, <i>vite</i>, <i>rapidement</i>) • Pronoun (<i>y</i>) • Interrogatives: <i>que...?</i> • Impersonal verbs (<i>il fait</i> + adjective for weather) <p>Higher tier</p> <ul style="list-style-type: none"> • Inflectional (simple) future tense (<i>ce sera</i>) • Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • <i>i/y</i> • <i>en</i>, <i>an</i>, <i>em</i>, <i>am</i>
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Planning for Progression – MFL

<ul style="list-style-type: none"> • Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural) • Conditional tense (ce serait) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • silent 't' • i/y • au/eau/close o, ô • u • è, ê, ai • ien 	<ul style="list-style-type: none"> • Preverbal plural direct object pronouns (nous, vous, les) • Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after <i>en</i>, including adjectival use where relevant <p>Unit Phonics:</p> <ul style="list-style-type: none"> • z • un • r • open eu/oeu • qu 	<ul style="list-style-type: none"> • x-liaison • h • oy
<p>Unit Assessment: Class task: 150 words</p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term from Module 1-2 (partial Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary 	<p>Unit Assessment: <i>All 4 skills tested before the end of the term from Module 1-3(June Mock + full Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary



<p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>
<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses 	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application 	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses

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<p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<ul style="list-style-type: none">○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p><i>Purpose:</i> Enable progress for all without lowering expectations</p>
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Planning for Progression – Year 11 SPANISH

Module 1	Module 2	Module 3
Module Title: Environment and where people live	Module Title: Education and Work	Module Title: Celebrity Culture
<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To describe your local area and say what there is. • To say what you can do and see in your area. • To give opinions of local facilities and to list advantages and disadvantages. • To describe your ideal area. • To describe your home and your ideal home. • To say where you would like to live in the future and why. • To talk about local environmental issues. • To say what you do/did/will do to help protect the environment. • To discuss and give opinions about global environmental issues (climate change, environmental damage, etc). 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. • To talk about school life and daily routine, including school, clubs and sporting activities. • To describe school facilities and how you get to school. • To describe your ideal school. • To talk about primary school. • To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans. • To talk about issues at school. • To say what jobs people have and list advantages of disadvantages. • To describe what a job entails and places of work. • To talk about the personal qualities, qualifications and skills required for a job. • To talk about work experience. • To discuss a dream job and your personal ambitions. • To give opinions about working abroad/using language skills. • To discuss unemployment 	<p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • To talk about and describe celebrities/famous people that you know. • To talk about why they are famous, their achievements and lifestyle. • To talk about celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it. • To give your opinion about their activities and to discuss their influence on young people and wider society. • To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.



<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Quisiera/me gustaría + infinitive • Voy a/vamos a + infinitive • Hay que/tengo que/tenemos que + infinitive <p>Unit Grammar:</p> <ul style="list-style-type: none"> • Periphrastic (near) future tense (ir a + infinitive) • Use of the pronouns <i>alguno</i> and <i>ninguno</i>, including their inflected forms for gender • Imperative (affirmative, 2nd singular only and irregular <i>tú</i> commands) • Demonstrative adjectives (<i>este, esta, ese, esa</i>, and irregular plural forms (<i>estos, esos</i>) and regular plurals (<i>estas, esas</i>)) • Present perfect (regular and irregular) <p>Higher tier</p> <ul style="list-style-type: none"> • Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>saber, querer, venir, decir, salir</i>) • Impersonal verbs (<i>parece, basta, falta, hace falta, vale la pena</i>) 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Telling the time • La hora (the time) • ¿Qué hora es? (what time is it?) • A la/las (at) • En punto (o'clock) • Y cuarto (quarter past) • Y media (half past) • Menos cuarto (quarter to) • De la mañana (in the morning) • De la tarde (in the afternoon/evening) • Hora (hour) • Months • Bastante (quite (+ adjective), quite a lot, enough) • Demasiado(s) (too much (many) + noun, too much, too + adjective) • Mucho(s) (much, a lot (many)) • Poco(s) (little, not much (few, not many)) <p>Unit Grammar:</p> <ul style="list-style-type: none"> • Subject pronouns 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Más (...que) (adj/adv + -er (...than), more (...than)) • Más de (+ num) (more than (+ num)) • Menos (...que) (less (...than), fewer (...than)) • Menos de (+ num) (fewer than (+ num)) • Mejor (better) • Peor (worse) <p>Unit Grammar:</p> <ul style="list-style-type: none"> • Use of the relative pronoun <i>que</i> in subject relative clauses • Modal verbs (<i>saber</i> + infinitive) <p>Higher tier</p> <ul style="list-style-type: none"> • Multi-verb expressions (<i>seguir</i> + present participle and <i>llevar</i> + time period + present participle) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • ch
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Planning for Progression – MFL

<ul style="list-style-type: none">• Multi-verb expressions (<i>acabar de + infinitive, seguir + present participle, llevar + time period + present participle</i>)• Imperative (affirmative, 2nd person plural)• Demonstrative adjectives (<i>aquel</i> with agreement for gender and number)• Present tense with <i>desde hace</i> <p>Unit Phonics:</p> <ul style="list-style-type: none">• ce• ci• z• que• qui	<ul style="list-style-type: none">• Present tense (regular and irregular verbs like <i>encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser</i> and <i>tener</i>)• Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)• Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs <i>tener, hacer, poder, poner, haber, querer</i> and <i>saber</i>)• Conditional tense (1st, 2nd and 3rd person singular and irregular verbs <i>tener, hacer, poder, poner, haber, querer</i> and <i>saber</i>)• Word order of direct object pronouns• Impersonal verbs (<i>hay, hay que</i>)• Present continuous (regular and irregular verbs like <i>leer</i> and <i>pedir</i>)• Periphrastic (near) future tense (<i>ir a + infinitive</i>)• Imperfect tense (1st, 2nd and 3rd person singular)• Imperfect continuous (1st, 2nd and 3rd person singular) <p>Higher tier</p> <ul style="list-style-type: none">• Impersonal verbs (<i>parece, basta</i>)• Present tense (verbs like <i>recoger</i> (j))• Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>saber, querer, venir, decir</i> and <i>salir</i>) <p>Unit Phonics:</p> <ul style="list-style-type: none">• ñ	
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<p>Unit Assessment: <i>November Mock</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>Prepublics</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>	<p>Unit Assessment: <i>All 4 skills tested before the end of the term (June Mock + full Speaking exam)</i></p> <p>Lesson by lesson: Each lesson has 3 check points of learning and activities must support systematic checking for understanding.</p> <p>We are using the 4 part lesson:</p> <ul style="list-style-type: none"> • Starter/recall / retrieve • Input – teaching of content, should be done using a variety of methods including modelling • Consolidation – mix of pair work, independent work, games, L R W S skills covered • Review / plenary <p>Checking Understanding Throughout</p> <ul style="list-style-type: none"> • Teachers regularly assess learning through: <ul style="list-style-type: none"> ○ Questioning ○ Observation ○ Mini whiteboards ○ Live marking or scanning of work • Misconceptions are addressed immediately rather than left to feedback later. <p><i>Purpose:</i> Ensure teaching is responsive, not fixed.</p>



<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>	<p>Disadvantaged Provision:</p> <ul style="list-style-type: none"> • All pupils access the same ambitious curriculum. • Support is provided through: <ul style="list-style-type: none"> ○ Scaffolding <ul style="list-style-type: none"> - pupil-friendly knowledge organisers - lessons follow the same structure throughout - introducing new vocabulary in chunks of 3s - visuals on ppts to accompany words and concepts - use of technology: homework online via Languagenut ○ Adapted explanations ○ Flexible grouping or timely intervention • Challenge is provided through: <ul style="list-style-type: none"> ○ Deeper thinking ○ More complex application ○ Higher-quality responses <p><i>Purpose:</i> Enable progress for all without lowering expectations</p>
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Y11 Revision Module

Module Title: Exam Strategy, Technique and Revision

Module Intent:

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To allow opportunities to revisit key grammatical structures and skills.
- To consider exam strategy and technique.



Planning for Progression – MFL

Substantive and Disciplinary Learning Content:

Revision and Preparation for Assessment

- To revise vocabulary, grammar, phonics, skills and strategy
- To practise exam style questions



Planning for Progression – Year 11 FRENCH

Module 1	Module 2	Module 3
<p>Module Title: Environment and where people live</p> <p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • Describe town/village/neighbourhood of residence. • Refer to period of time in residence. • Describe local area, buildings. • Describe activities and facilities in area. • Give opinions including advantages/disadvantages for young people/tourists. • Describe an ideal home and area, future intentions on where to live with reasons. • Understanding/giving directions • Describe local environment, including environmental issues. • Refer to activities to help/protect local area/environment in the past, present and future. • Refer to and express opinions on wider global issues eg climate change, environmental damage. 	<p>Module Title: Education and Work</p> <p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • Express opinions about school subjects, homework, school rules, uniform, exams and teachers. • Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs. • Refer to primary school days. • Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. • Give opinions on different jobs, including advantages and disadvantages. • Describe personal qualities, qualifications. • Refer to ideal job/personal ambitions and skills required. • Recognise opportunities to work abroad/use language skills and give opinions. 	<p>Module Title: Celebrity Culture</p> <p>Unit Objectives & Module Intent</p> <ul style="list-style-type: none"> • Give opinions and personal details on a variety of celebrities/famous people. • Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. • Give opinions about celebrities' activities/influences on young people and wider society. • Refer to events involving famous people eg music, film, TV, fashion, culture and technology.
<p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Habiter • Il y a ... 	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p>	<p>Essential Learning Content:</p> <p>Substantive and Disciplinary Learning Content:</p> <p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p>



Planning for Progression – MFL

<ul style="list-style-type: none">• Il n’y a pas de ...• Dans ma ville il y avait ...• Je pense que... est• Pour... infinitive• Opinion + aller• Je le/la/les trouve• C’est/il se trouve/il est situé• Je voudrais• J’habite à/en... depuis... ans/mois• A l’avenir, je voudrais vivre/habiter• Si j’avais l’argent/le choix, je voudrais• Chez nous/vous• Dans ma ville il y a un problème avec...• ... est un (grave) problème• ... est une menace à• Avant, il y avait• Je m’inquiète, ça m’inquiète• Je me suis toujours inquiété(e)• Ça me fait peur• Ça m’a toujours fait peur• Je vais + infinitive• Il faut• Nous devons, nous pouvons• Si j’avais l’occasion de le faire, je... <p>Higher tier</p> <ul style="list-style-type: none">• ...où je peux + infinitive• Il nous faut...• est menacé(e)/sont menacé(e)(s) par... <p>Unit Grammar:</p>	<ul style="list-style-type: none">• J’ai/j’étudie + subjects• Je suis fort/faible en• Je porte...• Je me lève, me lave, pars, rentre, commence, termine/finis, me couche• Hier j’ai vu, bu, lu, étudié, fait• C’était...• On doit (school rules)• On peut (school rules)• Il est interdit/essentiel/important de• Il est + time• Il (ne) faut (pas)• Il y a/il n’y pas de• Je voudrais être/devenir/travailler comme ...• J’ai toujours voulu/rêvé de• Si j’avais la chance, je voudrais...• Si j’avais l’occasion de le faire, je voudrais...• Je serais, il serait• J’aurais• Ça m’est égal• Ça ne m’a jamais intéressé• Mon père est...• Jobs (without article)• Higher tier• Avant de + infinitive• Après avoir + past participle (Après avoir fini/terminé)• Quand j’étais petit(e)/jeune, j’étais, allais, avais, je faisais/voulais devenir• Quand je serai plus âgé(e), je serai, ce sera	<ul style="list-style-type: none">• J’utilise mon... pour...• Mon gadget préféré c’est mon...• Je l’utilise pour.../j’ai utilisé• Je l’adore• Je le/la trouve• On peut/on doit• J’ai regardé, écouté• Ça me fait peur• Ça m’inquiète• Je m’inquiète• A l’avenir je vais• Le lundi je regarde...• Il y a un risque de...• Il existe le risque de...• Days of the week <p>Higher tier</p> <ul style="list-style-type: none">• Je les trouve• Je ne peux pas vivre sans• J’ai toujours voulu avoir• Quand j’étais petit(e), j’avais/j’utilisais• Je viens de <p>Unit Grammar:</p> <ul style="list-style-type: none">• Present tense (-ER regular verbs)• Perfect tense (auxiliary of <i>avoir</i>, je + regular verbs)• Modal verbs (je peux, on peut)• Adverbs of frequency, time• Comparatives (moins... que, plus... que, aussi... que)
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<ul style="list-style-type: none"> • Aller (present, perfect, near future) • Faire (present, perfect, near future) • Être (present, past, near future) • Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière) • Adverbs of place (loin/près) • Imperatives (eg allez, tournez, prenez, continuez) • Imperfect (il y avait) Interrogatives (où... ?) • Conditional tense (vouloir – 1st, 2nd, 3rd person singular) • Present tense • Perfect tense • Imperfect tense • Negatives • Periphrastic future (near future tense) • Reflexive verbs (1st, 2nd, 3rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future) • Modal verbs • Imperative (2nd person singular and plural, including <i>aller</i> and <i>faire</i>) • Impersonal verb forms (il faut) • Preverbal singular indirect object pronouns (me, te, vous, lui) • Pour + infinitive • Plus de, moins de + noun • Interrogatives (quoi...?) <p>Higher tier</p> <ul style="list-style-type: none"> • Depuis • Il y en a, il y en avait 	<p>Unit Grammar:</p> <ul style="list-style-type: none"> • Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future)) • Present tense • Perfect tense • Modal verbs revision (present tense) • Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher) • Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n’y a pas de) • Impersonal verbs (il est + time) • Imperfect tense (1st, 2nd, 3rd person singular) • Preverbal singular direct object pronouns (me, te, vous, le, la) • Adverbs of sequence • Conditional (je voudrais, il/elle/on voudrait) • <i>Avoir</i> phrases (avoir l’occasion de...) • Interrogatives (pourquoi... ?) <p>Higher tier</p> <ul style="list-style-type: none"> • Prepositions (avant de + infinitive, après avoir + past participle) • Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être) • Inflectional (simple) future (je serai, ce sera) • Present participle of irregular verbs (étant, ayant, faisant) 	<ul style="list-style-type: none"> • Negative (ne... jamais) • Pour + infinitive • Sans + infinitive • Impersonal verb phrases (il y a, il existe) • Relative clauses using <i>qui</i> • Preverbal singular direct object pronouns (le, la) • Demonstrative adjectives (ce, cette, ces) • Indefinite adjectives (chaque, plusieurs, autres, tout, quelques) • 24 hour clock (à 18 heures) • Possessive adjectives (son, sa, ses) • Interrogatives (qui, quel...?) <p>Higher tier</p> <ul style="list-style-type: none"> • Time expressions (venir de, être en train de) • Relative clauses using <i>que</i> and <i>quand</i> • Preverbal plural direct object pronoun (les) • Relative pronoun (quand) • Modal verbs (pouvoir – full paradigm) <p>Unit Phonics:</p> <ul style="list-style-type: none"> • silent s • e • on/om • que • j • th
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Planning for Progression – MFL

<ul style="list-style-type: none">• Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que)• Impersonal verbs (Il manque)• Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)• Être (inflectional (simple) future - ce sera, conditional - ce serait)• Emphatic pronouns (chez nous, vous)• Relative pronoun (où)• Conditional tense (regular• -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular: aller, avoir, faire, être)• Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs: aller, avoir, faire, être)• Impersonal verbs (Il y en aura)• Negatives (personne ne + verb, rien ne... verb)• Passive form (present tense)• Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)• Time phrases (venir de + verb)• Imperative (1st person plural regular verbs including <i>aller</i> eg <i>allons-y</i>)• Reflexive verbs (1st, 2nd, 3rd person singular and plural, present, perfect, imperfect revision + introduction of periphrastic (near) future)	<ul style="list-style-type: none">• Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)• Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir) <p>Unit Phonics:</p> <ul style="list-style-type: none">• a• oi/oy• ch• ç (and soft c)• open o• th• aill/ail	
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<p>Unit Phonics:</p> <ul style="list-style-type: none"> • ou • s-liaison • t-liaison • n-liaison • gn • ill/ille • Silent consonant ‘z’ • é (-er, -ez) • en, an, em, am • ain, in, aim, im • open o 		
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Y11 Revision Module

Module Title: Exam Strategy, Technique and Revision

Module Intent:

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To allow opportunities to revisit key grammatical structures and skills.
- To consider exam strategy and technique.

Substantive and Disciplinary Learning Content:

Revision and Preparation for Assessment

- To revise vocabulary, grammar, phonics, skills and strategy
- To practise exam style questions