Modern Foreign Languages

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| **Subject Intent** | At the Bishops’ Blue Coat, we want pupils not only to want to develop their language skills but also their appreciation of other cultures, as such we embed cultural teaching in our Scheme of Learning and lessons to fuel a passion for learning. In year 7 pupils will learn either French or Spanish as they embark on their journey of language learning. Pupils study one language to deepen their understanding and to become confident and proficient linguists so that they have a strong foundation on which to build their knowledge and skills for GCSE studies. |
| **Core Principles** |  |
| * **Dignity**
 | We enable pupils to feel a sense of achievement and self-worth in their language learning, as such we follow a Scheme of Learning designed to make language learning accessible and build positive, supportive relationships in the classroom to develop collaboration. We don’t just teach a language but develop the whole person through building tolerance, positivity and understanding. |
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| * **Respect**
 | We seek to develop pupils’ respect for other cultures and languages and for themselves and peers through creating a learning environment where all feel safe to contribute and experiment with language. By highlighting differences of other languages and cultures we seek to deepen pupils’ understanding of those around them. |
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| * **Wisdom**
 | We intend for our pupils to use their previous learning to make links to make new connections between words and structures and to predict how language will be structured. We seek to develop pupils’ curiosity in language learning and to use their initiative to use the resources around them. Pupils are encouraged to use dictionaries and display material to find new ways of expressing themselves. |
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| * **Knowledge**
 | We encourage and enable pupils to question to deepen their understanding of a language. We teach them the skills to develop their learning and to take on and recall new information be it vocabulary or grammar. We believe a solid grasp of grammar is keyto successful language learning and embed this in our teaching across the 7-year journey to equip pupils as capable linguists. |
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| * **Skills**
 | We don’t only teach pupils languages but teach them the tools and skills to learn a language. Our bespoke Scheme of Learning gives our pupils the tools with which to learn a language. As linguist we are always developing communication skills but alsoteaching pupils to be resilient as well as to take initiative and control of their learning. |
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| * **Aspirations**
 | We want our pupils to have a desire to succeed and will always encourage them to go further and stretch themselves. We believe that language skills are vital for later life and seek to share the benefits of language learning through our curriculum, giving pupils opportunities to explore where languages can take them and enable them in their future. As teachers we share our experiencesand passion for languages within our teaching. We encourage pupils to set goals which will stretch and challenge them. |
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| * **Hope**
 | Through our lessons and Scheme of Learning we support pupils to seek out solutions and learn skills of how to deal with unfamiliar language and find ways around it, enabling them to still communicate and access the language. We encourage our pupils to approach their learning with positivity and curiosity. |

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| **Key Stage 3 Programmes of Study** |  |
| **Terms** | **Year 7 French** | **Map** | **Year 8- French** | **Map** | **Year 9 French** | **Map** |
| **1** | Introductions and Greetings Days of the week, months, numbersBrothers and sistersMy classroomPhysical and personality descriptionsPresent tense  |  | Holiday locationsWeather and seasonsHoliday activitiesPast tense |  | All About Me: descriptions and family relationsReflexive verbs | R |
| **2** | School subjects and opinionsSchool uniformSchool daySchool facilities | K | JobsIntroduction of conditional tense | A | Healthy Living and leading a healthy lifestyleSport & ExerciseFood & DrinkIntroduction of imperfect tense (French) | D |
| **3** | Freetime activitiesWeather and seasonsSports Time frequency expressionsOpinion phrases | K | School facilities and ideal school Daily RoutineThe Time |  | At the Doctor’s Internal ExaminationsImportance of language learning and careeropportunities with a language | W |
| **4** | Family and petsColoursNumbers 30-100Where you liveBreakfast time  |  | MusicOpinions on French artists ComparativesPast Tense | D | TechnologyHobbies and Extreme Sports |  |
| **5** | Places in townActivities in townInvitations and repliesFuture plans  |  | Clothes and fashion Superlatives |  | Comparing my Primary School to my Secondary SchoolComparatives |  |

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| **6** | End of year assessmentsConsolidation and reflectionDesign a booklet for Y6 pupils |  | Film and History StudyFrench- Au Revoir les enfants Life during the occupation | R | Film StudyFrench- Les ChoristesCultural Research Project | R |

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| **Key Stage 3 Programmes of Study** |  |
| **Terms** | **Year 7 Spanish** | **Map** | **Year 8 Spanish** | **Map** | **Year 9 Spanish** | **Map** |
| **1** | Introductions and Greetings Days of the week, months, numbersBrothers and sistersPets and coloursPresent tense verbs |  | Holiday locationsWeather and seasonsHoliday activitiesPreterite tense |  | Holiday locationsWeather and seasonsHoliday activitiesPreterite tense | R |
| **2** | FreetimeLikes and dislikesSportsWeather | K | TV, music and festivalsMobile phone useMusic and TV preferencesPreterite tense | A | TV, music and festivalsMobile phone useMusic and TV preferencesPreterite tense | D |
| **3** | School subjects and opinionsSchool daySchool facilitiesBreaktime activities | K | Spanish food Food opinionsMealtimesOrdering in a restaurantParty planning |  | Spanish food Food opinionsMealtimesOrdering in a restaurantParty planning | W |
| **4** | Family and petsColoursNumbers 30-100Physical descriptionsFuture plans |  | ShoppingArranging to go outClothesSporting events | D | ShoppingArranging to go outClothesSporting events |  |
| **5** | Where I livePlaces in townActivities in townTelling the timeFuture plans  |  | Tourist attractions in SpainHoliday activitiesDirectionsUsing three tenses |  | Tourist attractions in SpainHoliday activitiesDirectionsUsing three tenses |  |

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| **6** | End of year assessmentsConsolidation and reflectionDesign a booklet for Y6 pupils |  | End of year assessmentsConsolidation and reflectionHoliday project | R | End of year assessmentsConsolidation and reflectionHoliday project | R |

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| **Key Stage 4 Programmes of Study- French** |
| **Terms** | **Year 10** | **Map** | **Year 11** | **Map** |
| **1** | Who am I? Part 1 (Theme 1) Description of self and others Relationships with others Qualities of a friend4 key tenses: present, perfect, imperfect and near future | S | School (Theme 3)Description of school, subjects and opinions What is a good teacher?School rules and pressures Future Aspirations (Theme 4)Ideal job and university | A |
| **2** | Who am I? Part 2 (Theme 1) Hobbies and interestsTV and CinemaTechnology and Social Media Direct Object Pronouns Depuis + present tenseIntroduction of Unit 2 task 2- Picture Description | K | Future Aspirations (Theme 4) VolunteeringEnvironmental Problems (Theme 5) Environmental problems and solutions Si clausesCompound perfect tensesPPEs | D |
| **3** | Identity and Culture (Theme 1) Food and drinkShopping- weights and measures, asking and answering questions Pour + infinitiveIntroduction of Unit 2 task 1- Role Play |  | Using languages beyond the classroom (Theme 4) Problems of homelessness (Theme 5)Music and sporting events- bringing people together (Theme 5)Present Subjunctive | A |
| **4** | Town and Local Area (Theme 2) Things to do and seeWeather NegativesUse of on peut + infConditional tense |  | PPEsFestivals and traditions (Theme 1) Revision of all themes and sub-themes | R |

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| **5** | Holidays (Theme 2)Directions & Prepositions of locationDestinations, Accommodation and Activities on Holidays Problems on HolidaySimple future tense | H | Speaking ExaminationFinal Exam Revision and Preparation | W |
| **6** | Holidays (Theme 2) Ideal holidayCombination of all tensesPPEs | H |  |  |

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| **Key Stage 4 Programmes of Study- German** |
| **Terms** | **Year 10** | **Map** | **Year 11** | **Map** |
| **1** | Who am I? Part 1 (Theme 1) Description of self and others Relationships with others Qualities of a friend3 key tenses: present, perfect, near future | S | School (Theme 3)Description of school, subjects and opinions What is a good teacher?School rules and pressures Future Aspirations (Theme 4)Ideal job and university | A |
| **2** | Who am I? Part 2 (Theme 1) Hobbies and interestsTV and CinemaTechnology and Social Media Seit + present tenseIntroduction of Unit 2 task 2- Picture Description | K | Future Aspirations (Theme 4) VolunteeringEnvironmental Problems (Theme 5) Environmental problems and solutions Wenn clausesCompound perfect tensesPPEs | D |
| **3** | Identity and Culture (Theme 1) Food and drinkUm…zu…Shopping- weights and measures, asking and answering questions Introduction of Unit 2 task 1- Role Play |  | Using languages beyond the classroom (Theme 4) Problems of homelessness (Theme 5)Music and sporting events- bringing people together (Theme 5) | A |
| **4** | Town and Local Area (Theme 2) Things to do and seeWeather NegativesUse of on peut + inf |  | PPEsFestivals and traditions (Theme 1) Revision of all themes and sub-themes | R |

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| **5** | Holidays (Theme 2)Directions & Prepositions of locationDestinations, Accommodation and Activities on Holidays Problems on HolidayFuture tense | H | Speaking ExaminationFinal Exam Revision and Preparation | W |
| **6** | Holidays (Theme 2) Ideal holidayCombination of all tensesPPEs | H |  |  |

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| **Key Stage 5 Programmes of Study- French** |
| **Terms** | **Year 12** | **Map** | **Year 13** | **Map** |
| **1** | The role of music in society, its changes and developments The impact of music on popular cultureChanges in family structuresChanges in attitudes towards couples Grammar review- all key tenses | S K | Literature study- L’Étranger Essay writing skillsImpact of immigration on society and the positive impacts of immigrants | W |
| **2** | Introduction to La Haine and themes of the film Essay writing skillsFreedom of expression of the media Changes in the presence of written press Changing attitudes towards the familyMore complex grammatical structures | R D | France during the OccupationChallenges faced by immigrants in society Themes of L’ÉtrangerThemes of La Haine Essay writing skills | R |
| **3** | Key characters in La HaineTechniques used by the director in La Haine The impact of the media on society and politics The Education system in FranceEssay writing skills | R | The Vichy RegimeThe role of Maréchal PétainThe Extreme Right and the Front National Themes of L’ÉtrangerThemes of La HaineEssay writing skills | W |
| **4** | Events in France at the time of La Haine Reactions to the filmWorking life in France and attitudes towards work The right to strikeSexual equality in the workplace | A | The ResistanceThe role of Jean MoulinThe role of Charles de Gaulle Women during the ResistanceRevision of year 12 topics- Theme 1 & 2 | W |

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| **5** | Festivals, traditions and customs Exam skillsRevision of year 12 topics- Themes 1 & 2 | S | Preparation for speaking examRevision of year 13 topics- Theme 3 & 4 Themes of L’ÉtrangerThemes of La Haine Essay writing skills | S |
| **6** | Introduction to literature study and L’Étranger Revision for PPEsIntroduction of Independent research project | S | Revision of all topic areas Themes of L’Étranger Themes of La Haine Essay writing skills | S |

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| **Key Stage 5 Programmes of Study- German** |
| **Terms** | **Year 12** | **Map** | **Year 13** | **Map** |
| **1** | The role of music in society, its changes and developments The importance of being environmentally aware and recycling The role of different forms of mediaGrammar review- all key tenses and cases | S K | Literature study- Die verlorene Ehre der Katharine Blum Essay writing skillsGerman society in the GDR before the reunification | W |
| **2** | Introduction to Goodbye Lenin key characters and themes of the film Essay writing skillsThe impact of music on popular cultureThe impact of the media on society and politics The use of renewable energiesMore complex grammatical structures | R D | Impact of immigration on society and the positive impacts of immigrants The relationship between the GDR and the WestThemes of Die verlorene Ehre der Katharine Blum Themes of Goodbye LeninEssay writing skills | R |
| **3** | Key scenes in Goodbye LeninTechniques used by the director in Goodbye Lenin The Education system in GermanyEssay writing skillsMore complex grammatical structures | R | Events leading to the reunification of Germany The challenges of immigration and integration Themes of Die verlorene Ehre der Katharine Blum Themes of Goodbye LeninEssay writing skills | W |
| **4** | The world of work in Germany Germany business and industry Festivals, traditions and customsThe forms of professional training and learning in the workplace More complex grammatical structures | A | Germany since the reunificationThe reactions of the state and society to immigration Revision of year 12 topics- Theme 1 & 2 | W |

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| **5** | Exam skills across all papersRevision of year 12 topics- Themes 1 & 2 Goodbye Lenin revision | S | Preparation for speaking examRevision of year 13 topics- Theme 3 & 4Themes of Die verlorene Ehre der Katharine Blum Themes of Goodbye LeninEssay writing skills | S |
| **6** | Introduction to literature study and Die verlorene Ehre der Katharine Blum Revision for PPEsIntroduction of Independent research project | S | Revision of all topic areasThemes of Die verlorene Ehre der Katharine Blum Themes of Goodbye LeninEssay writing skills | S |