

## French / Spanish Progression Model - Year 10 Option Group

<b>Module 1 Title:</b> <b>My Relationships and Free Time Activities</b>	<b>Module 2 Title:</b> <b>Trends, Technology, Customs and festivals and Travel and Tourism (1/2)</b>	<b>Module 3 Title:</b> <b>Travel and Tourism (1/2), Home town, neighbourhood and Region</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>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 topic as pupils start to develop linguistic range at a higher level.</li> <li>To secure and master the present tense and then past tenses in personal descriptions.</li> <li>To develop the third tense (future).</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>To follow on from free time activities – shopping is a free time activity and clothes worn for various activities. Media / technology develops from the previous topic of free time activity as many young people spend much free time on new technologies.</li> <li>To highlight cultural traditions and free time activities from the foreign country studied.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all 3 time frames.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This topic revisits the basics and moves forward to cover higher level vocab and structure.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all 3 time frames.</li> <li>To study the topic of hometown following on from the topic of holidays. Having described a holiday village pupils go on to study the topic of house and where it is, and then go on to develop descriptions of home town where the house is.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p><b>Relationships with family and friends</b>  Talking about yourself (name, age, date of birth, nationality, town/city, pets family and relationships in a variety of tenses. Discussing marriage and future plans.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... ll / a / o / r / rr / b / v / u.</li> <li>Key vocabulary on introducing yourself e.g. alphabet, numbers, months, nationalities</li> <li>Talking about your physical appearance, personality (and that of others)</li> <li>Key vocabulary on family</li> <li>Describing how well you get on with family / friends</li> <li>Animals</li> <li>Future plans</li> <li>opinions regarding marriage / partnerships</li> <li>ideal partner</li> <li>Arguments for and against marriage</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>present tense</li> <li>possessive adjectives</li> <li>Quantifiers</li> <li>Past tense to describe what you used to look like / be like</li> <li>adjective agreement and position rules</li> </ul>	<p><b>Key content to be learned:</b></p> <p><b>Free time Activities</b>  Discuss hobbies and free time activities.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... J / ge / gi / ga / go / gu / u / ch / i.</li> <li>Say what sport and hobbies they do</li> <li>Describe favourite hobby</li> <li>Say what they have done</li> <li>Say what they will do next weekend</li> <li>Arrange to go out</li> <li>Explain that they can't do something</li> <li>Discuss TV, cinema and music</li> </ul> <p><b>Trends, Technology customs and festivals</b>  At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... L / d / r / d / qu / ca / co / cu / k / b / v / ce / ci / z / e / ñ.</li> <li>Exchange information about shopping for clothes</li> <li>Talk about fashion and trends</li> <li>Shop for food</li> <li>Exchange information about eating out</li> <li>Discuss technology in everyday life</li> <li>Talk about new technology</li> <li>Discuss customs and festivals in French-speaking countries/ communities</li> </ul>	<p><b>Key Content to be learned:</b></p> <p><b>Travel and Tourism</b></p> <ul style="list-style-type: none"> <li>Cover holidays in all 3 time frames.</li> <li>Describing a hotel –the Imperfect: name, situation, description, facilities and activities available.</li> </ul> <p><b>Home, town, neighbourhood and region</b></p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / o / ñ / l / ga / go / gu / d / r / e / ce / ci / z / u .</li> <li>Describe floor plan and rooms in the house</li> <li>Justify opinions</li> <li>Describe activities done in the rooms of the house (in present/past and future tenses)</li> <li>Describe the town / city they live in</li> <li>Give advantages and disadvantages of where they live</li> <li>Describe where they used to live and where they live now</li> <li>Give location of their ideal home</li> <li>Describe a town</li> <li>Give and understand basic directions</li> </ul>

<ul style="list-style-type: none"> <li>• reflexive verbs:</li> <li>• comparatives</li> <li>• adverbs of frequency</li> <li>• direct object pronouns</li> <li>• interrogatives</li> <li>• Gerund</li> <li>• revision of future tenses to outline future plans</li> <li>• direct and indirect object pronouns</li> </ul>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• Identify the phonics... ll / a / o / r / rr / b / v / u / j / gi / ge / i / cu / ca / co / k / qu.</li> <li>• Revisit and develop personal ID and relationships</li> <li>• Future plans</li> <li>• Preferences with regard to holidays (holiday destinations; time of year &amp; seasons)</li> <li>• Countries; Transport and reasons for preference</li> <li>• Weather phrases and forecasts;</li> <li>• Holiday activities vocab</li> </ul> <p><b><u>Key Linguistic Content (Free Time Activities):</u></b></p> <ul style="list-style-type: none"> <li>• Verbs of preference + infinitive</li> <li>• time expressions</li> <li>• creating longer sentences</li> <li>• negatives</li> <li>• present tense</li> <li>• Past tenses</li> <li>• Expressing opinions</li> <li>• Future tense / near future</li> <li>• Using question words</li> <li>• Using modal verbs</li> <li>• Using plural nouns with likes and dislikes</li> <li>• If clauses</li> </ul> <p><b><u>Key Linguistic Content (Trends, Technology customs and festivals):</u></b></p> <ul style="list-style-type: none"> <li>• Adjective agreements (colours, singular and plural)</li> <li>• Use of articles and object pronouns</li> <li>• Use of pronouns after prepositions</li> <li>• Emphatic pronouns</li> <li>• The conditional tense of verbs of preference</li> <li>• Use of the present and past tenses</li> <li>• Quantities</li> <li>• disjunctive pronouns</li> <li>• Justifying your opinions</li> <li>• Comparisons</li> </ul> <p><b><u>Key Linguistic Content (Travel and Tourism):</u></b></p> <ul style="list-style-type: none"> <li>• consolidation of preterite and imperfect tenses</li> <li>• sequencing words, expressions and phrases</li> <li>• developing greater complexity in spoken and written accounts of past events or experiences</li> <li>• possessive pronouns etc</li> </ul>	<p><b><u>Key Linguistic Content (Travel and Tourism):</u></b></p> <ul style="list-style-type: none"> <li>• consolidation of preterite and imperfect tenses</li> <li>• sequencing words, expressions and phrases</li> <li>• developing greater complexity in spoken and written accounts of past events or experiences</li> <li>• possessive pronouns etc</li> </ul> <p><b><u>Key Linguistic Content (Home, town, neighbourhood and region):</u></b></p> <ul style="list-style-type: none"> <li>• Perfect tense</li> <li>• Preterite &amp; Imperfect tense</li> <li>• Future tense</li> <li>• Creating detailed sentences</li> <li>• Subordinate clauses</li> <li>• Use prepositions</li> <li>• Use relative clauses</li> <li>• Expressing &amp; justifying opinions</li> <li>• Justifying opinions</li> <li>• Conditional tense</li> <li>• Use comparisons</li> <li>• demonstrative adjectives</li> <li>• interrogatives</li> </ul>
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Identity / Free Time Assessment – Listening and Reading Tasks</li> <li>• Identity / Free Time Assessment – Speaking Tasks</li> <li>• Identity / Free Time Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Identity and Culture Assessment – Listening and Transcription Tasks</li> <li>• Identity and Culture Assessment – Reading and Translation Tasks</li> <li>• End of Year Exam – Listening, Speaking, Reading and Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Holiday / My World Assessment – Listening</li> <li>• Holiday / My World Assessment – Reading Tasks</li> <li>• Holiday / My World Assessment – Speaking Tasks</li> <li>• Holiday / My World Assessment – Writing Tasks</li> </ul>

## French / Spanish Progression Model - Year 11 (Option Group)

<b>Module 1 Title:</b> <b>Social and Global Issues</b>	<b>Module 2 Title: School and Work</b>	<b>Module 3 Title: Revision Programme, Exam Strategy and Preparation</b>
<b>Learning Intent for this module:</b> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>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 GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher level vocab and structure.</li> <li>To study the topic of global issues which is introduced as ‘problems in my local area’ and then developed to the wider world. This topic therefore follows suitably from the house and home town topic.</li> </ul>	<b>Learning Intent for this module:</b> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>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 GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher level vocab and structure.</li> <li>To study the topic of school and pressures in schools which is very appropriate as the pupils prepare to take their exams and mocks are this term.</li> <li>To study the topic of future ambitions is very appropriate as the pupils prepare to take their option choices for post 16 education.</li> </ul>	<b>Learning Intent for this Module:</b> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revise themes 1-3.</li> <li>To revise and study all themes and skills simultaneously to mirror the GCSE exam and fully prepare students, allowing them to identify their personal areas of weakness to help focus their revision.</li> <li>To consider exam strategy and technique.</li> </ul>
<b>Key Content to be learned:</b>  At the end of this module, pupils will be able to: <ul style="list-style-type: none"> <li>Identify the phonics... Rr / b / v / u / d / ch.</li> <li>Discuss being environmentally friendly within the home and local area</li> <li>Discuss world issues</li> <li>Discuss environmental problems</li> <li>Understand news stories</li> <li>Talk about problems in their area</li> <li>Talk about environmental projects</li> <li>Discuss problems facing those in poverty</li> <li>Discuss problems facing the homeless.</li> <li>Talking about food and drink</li> <li>Describe parts of the body and saying where it hurts</li> <li>Vocabulary on parts of the body</li> <li>Talk about a healthy lifestyle</li> <li>Discuss addiction and other problems</li> <li>Discussing ideas for improving health (e.g. better diet, more exercise, less stress).</li> </ul> <b>Key Linguistic Content:</b> <ul style="list-style-type: none"> <li>Expressions + infinitive</li> <li>The conditional of modal verbs</li> <li>The present and future tenses</li> <li>The passive</li> <li>Negative expressions</li> <li>Use of present, past and future tenses</li> </ul>	<b>Key content to be learned:</b>  At the end of this module, pupils will be able to: <ul style="list-style-type: none"> <li>Identify the phonics... ll / i / ca / co / cu / k / qu / a / ñ / l / e / b / v / u / ch.</li> <li>Talk about their school day</li> <li>Express and justify opinions</li> <li>Discuss what school is like, pressures and problems</li> <li>Talk about what they wear for school</li> <li>Talk about schools, comparing schools in England and France</li> <li>Discuss school rules and pressures</li> <li>Discuss intentions for higher and further education</li> <li>Talk about future plans</li> <li>Talk about part-time jobs</li> <li>Discuss different jobs</li> <li>Apply for jobs</li> <li>Talk about work experience</li> <li>Give advantages and disadvantages of different jobs</li> </ul> <b>Key Linguistic Content:</b> <ul style="list-style-type: none"> <li>perfect tense regular verbs</li> <li>comparative and superlative in expressing opinions about subjects</li> <li>quantity words</li> <li>If clauses</li> </ul>	<b>Key Content to be learned:</b>  Revision and Preparation for Assessment <ul style="list-style-type: none"> <li>To revise vocabulary, grammar, phonics, skills and strategy</li> <li>To practise exam style questions</li> </ul> <b>Key Linguistic Content:</b> <ul style="list-style-type: none"> <li>As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of direct object pronouns in the perfect tense</li> <li>• Negatives</li> <li>• reflexive constructions</li> </ul> <p>present continuous</p> <p>Global Issues – The environment, Poverty and Homelessness, Charity and Volunteer work and health.</p> <ul style="list-style-type: none"> <li>• Use of present, past and future tenses</li> <li>• Use of direct object pronouns in the perfect tense</li> <li>• Negatives</li> <li>• reflexive constructions</li> </ul> <p>present continuous</p>		
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Mock One – Listening Paper</li> <li>• Mock One – Reading Paper</li> <li>• Mock One – Speaking Paper</li> <li>• Mock One – Writing Paper</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Mock Two – Listening Paper</li> <li>• Mock Two – Reading Paper</li> <li>• Mock Two – Speaking Paper</li> <li>• Mock Two – Writing Paper</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• n/a GCSE Exam Season</li> </ul>