

Modern Foreign Languages Curriculum Map 2025-2026 – French – this document should be used alongside the schemes of learning and sentence builders

Intent:

- * To create a love of learning foreign languages and to develop strong, lifelong, linguistic skills, both in students' mother tongue and in the language(s) they are learning
- * To encourage students to become curious about and interested in the wider world and to understand that the world is "incurably plural"
- * To equip students with the skills and confidence to become global citizens in a multicultural, mutually respectful world and to help them to develop an intrinsic motivation to explore, respect and understand other cultures
- * To teach phonics, vocabulary and grammar systematically as part of a spiral curriculum, in which key *themes*, concepts and vocabulary are regularly revisited to develop students' knowledge
- * To enable students to become increasingly independent in their ability to adapt language to proficiently communicate for a range of purposes

Big themes:

- ① Grammar ② High frequency vocabulary ③ Phonics ④ Culture and diversity
- ⑤ Translation ⑥ Receptive skills (listening and reading) ⑦ Productive skills (speaking and writing)

KS2 National Curriculum:

We aim to build on the skills taught as part of the KS2 curriculum: [National curriculum in England: languages programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum/primary/foreign-languages)

Disciplinary Literacy:

Students are continually exposed to spoken and written forms of the language, as we use the language to interact with them. Where appropriate, students are also exposed to cultural, authentic and literary texts.

	Autumn Term		Spring Term		Summer Term	
Year group	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:

7 3 hours MFL time per week	All students do a carousel of 4 languages. Then students make choices of the language that they will study through year 7, 8 and 9. This is followed by sessions on ‘Why learn languages?’, careers, and ‘Learning to learn languages?’, including IT skills. Focus on cultural capital. Broad experience for all. Important to undo misconceptions for students who have had a negative experience of learning languages at primary school. Choice increases student motivation.	<u>Introductions and family</u> masculine and feminine nouns indefinite articles Mon/ma/mes present tense - être, avoir adjectival agreements, Negative sentences Photo description	<u>school</u> opinions conjunctions intensifiers talking about time present tense ER verbs	<u>school</u> colours indefinite articles present tense adjectival position and agreement Intensifiers near future Film study – les choristes	<u>free time</u> present tense near future conditional frequency phrases weather phrases opinions imperfect	<u>free time</u> Francophone Football players He/she form of key verbs – er verbs and irregular verbs (etre, avoir, jouer etc).
	<u>Cultural Capital:</u> Francophone places/festivals	<u>Cultural Capital:</u>	<u>Cultural Capital:</u> French school system and comparison of timetables	<u>Cultural Capital:</u> school uniforms across the French-speaking world school in the DRC Les choristes - film	<u>Cultural Capital:</u> alpine sports Tour de France	<u>Cultural Capital:</u> Bastille Day – 14 july Francophone football players
	<u>Assessment:</u>	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 2 tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Listening 4/5 tasks Range of 2 tenses Total /30 Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	
	Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					

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8 3 hours per week	<u>holidays</u> perfect tense with être perfect tense regular verbs revisiting present tense adjectives sequencers conjunctions intensifiers	<u>holidays</u> describing photos perfect tense with negatives using the present and perfect tenses together Christmas in the French-speaking world My dream holiday – conditional holiday	<u>festivals and celebrations</u> opinion phrases + infinitive present tense sequencers phrases of frequency present tense of ir and re verbs Comparisons perfect tense near future	<u>free time and media</u> adjectival agreement pronunciation focus asking questions expressions of frequency Imperfect near future arranging to go out present tense perfect tense developing speaking skills 24 hour clock	<u>My local area</u> weather phrases expressions of quantity modal verbs focus on pronunciation irregular adjectives negatives combining tenses comparatives asking for directions, imperative extending sentences	<u>My local area</u> transactional language reflexive verbs telling the time combining tenses extending writing My dream town – conditional tense
	<u>Cultural Capital:</u> Francophone countries and holidays	<u>Cultural Capital:</u> Christmas in the French speaking countries	<u>Cultural Capital:</u> French carnival / festivals	<u>Cultural Capital:</u> Extra! Soap online Music – Barbara Pravi, Christine and the Queens, Zaz, Stromae	<u>Cultural Capital:</u> weather poem – Il pleut (Prevert), weather in Francophone countries e.g. wet season	<u>Cultural Capital:</u> daily routine of children in a Francophone country
	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 3 tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Listening 4/5 tasks Range of 3 tenses Total /30 Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	
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9 3 hours per week	<u>healthy living</u> comparatives use of 4 tenses pronunciation focus adjective agreement intensifiers Translation	<u>healthy living (cont'd)</u> comparatives use of 4 tenses pronunciation focus adjective agreement intensifiers Translation	<u>celebrations</u> using <i>aimer, adorer, détester</i> + definite article + noun / a verb in the infinitive present tense negatives reflexive verbs perfect tense sequencers near future tense	<u>my future</u> earning money and jobs modal verbs giving extended reasons Revision of the near future tense Revision of imperfect tense (grandparents' careers)	<u>music</u> adjectival agreement expressing possession comparative near future perfect tense negatives	<u>the environment</u> il faut + infinitive pour + infinitive translation perfect tense je voudrais + infinitive
	<u>Cultural Capital:</u> Francophone sports	<u>Cultural Capital:</u> 	<u>Cultural Capital:</u> Le carnaval	<u>Cultural Capital</u> Benefits of languages <u>/working abroad</u>	<u>Cultural Capital:</u> Francophone singers e.g. Barbara Pravi Eurovision – giving opinions of music entries	<u>Cultural Capital:</u>
	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Formative assessment – speaking – presentation: Technology	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 3+ tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Listening /50 Reading /50 Writing /60	
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10	Module 1 - <u>Qui suis-je?</u> Relationships	Module 1 continued.	Module 2 continued.	Module 3: Jours ordinaires, jours de fête	Module 3 continued.	Module 4 continued.

2hours per week	<p>When I was younger</p> <p>What my friends and family are like</p> <p>What makes a good friend</p> <p>Interests</p> <p>Socialising with friends and family</p> <p>Role Models</p> <p>Present tense</p> <p>Reflexive verbs</p> <p>Possessive pronouns</p> <p>Negatives</p> <p>Imperfect</p> <p>Comparatives</p> <p>Superlatives</p> <p>Adjectives</p> <p>Adjectival agreements</p> <p>Intensifiers</p> <p>Conditional</p> <p>Opinions</p> <p>Perfect/future tenses</p> <p>Time markers</p> <p>Frequency</p> <p>Present participle en jouant au...</p> <p>Tu/vous</p> <p>Present/Conditional</p>	<p><u>Module 2</u></p> <p><u>Le temps des loisirs</u></p> <p>Shopping</p> <p>Social media and technology (use of, advantages and disadvantages)</p> <p>Reflexives</p> <p>Partitive</p> <p>Time phrases</p> <p>Sequencers</p> <p>Modal verbs – devoir/pouvoir/falloir/vouloir</p> <p>Tu/vous</p> <p>Avoir expressions</p> <p>Ce/cet/cette</p> <p>quantities</p> <p>Future tense</p> <p>opinions</p>	<p>Shopping</p> <p>Social media and technology (use of, advantages and disadvantages)</p> <p>Reflexives</p> <p>Partitive</p> <p>Time phrases</p> <p>Sequencers</p> <p>Modal verbs – devoir/pouvoir/falloir/vouloir</p> <p>Tu/vous</p> <p>Avoir expressions</p> <p>Ce/cet/cette</p> <p>quantities</p> <p>Future tense</p> <p>opinions</p>	<p>Daily routine, food for special occasions, celebrations, describing family celebrations and national festivals.</p> <p>Reflexives</p> <p>Partitive</p> <p>Time phrases</p> <p>Sequencers</p> <p>Modal verbs – devoir/pouvoir/falloir/vouloir</p> <p>Tu/vous</p> <p>Avoir expressions</p> <p>Ce/cet/cette</p> <p>quantities</p> <p><u>Module 4: De la ville à la campagne</u></p> <p>Describing your region, describing places to go / see.</p> <p>Describing problems in your area.</p> <p>Using negatives</p> <p>Discussing plans / weather.</p> <p>Describing community projects in your area.</p> <p>Present, perfect and future tenses.</p> <p>Modal verbs (on peut etc)</p> <p>Using and understanding question words to arrange a meet up.</p> <p>Pronoun 'y'.</p>	<p>Daily routine, food for special occasions, celebrations, describing family celebrations and national festivals.</p> <p>Reflexives</p> <p>Partitive</p> <p>Time phrases</p> <p>Sequencers</p> <p>Modal verbs – devoir/pouvoir/falloir/vouloir</p> <p>Tu/vous</p> <p>Avoir expressions</p> <p>Ce/cet/cette</p> <p>quantities</p> <p><u>Module 4: De la ville à la campagne</u></p> <p>Describing your region, describing places to go / see.</p> <p>Describing problems in your area.</p> <p>Using negatives</p> <p>Discussing plans / weather.</p> <p>Describing community projects in your area.</p> <p>Present, perfect and future tenses.</p> <p>Modal verbs (on peut etc)</p> <p>Using and understanding question words to arrange a meet up.</p> <p>Pronoun 'y'.</p>	<p>Describing your region, describing places to go / see.</p> <p>Describing problems in your area.</p> <p>Using negatives</p> <p>Discussing plans / weather.</p> <p>Describing community projects in your area.</p> <p>Present, perfect and future tenses.</p> <p>Modal verbs (on peut etc)</p> <p>Using and understanding question words to arrange a meet up.</p> <p>Pronoun 'y'.</p> <p><u>Introduction to module 5.</u></p> <p><u>Les vacances</u></p>
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Y11 3 hours a week	<p>Module 5: Le grand large</p> <p>Ideal holidays</p> <p>Conditional tense</p>	<p>Module 6 - Au collège</p> <p>School types</p>	<p>Module 7</p> <p>Career choices</p> <p>Using better/worse</p>	<p>Module 8</p> <p>The planet</p> <p>Environment</p>		

	Booking accommodation Reviewing holidays (3 tenses) Perfect tense reflexives Holiday disasters Pluperfect tense Buying souvenirs / shopping vocabulary	School day – comparing English/French schools Using il / elle / ils / elles Subjects Rules and pressures Using il faut / il est interdit de Imperatives Celebrating success School activities School trips, events and exchanges Using past, present and future time frames to describe exchange experiences	The best/worst thing Talking about plans, hopes and wishes Understanding the subjunctive Importance of languages Adverbs Applying for jobs Perfect tense direct object pronouns. Job case studies Revision from January onwards: rolling timetable to be inserted here. Y11 PPES WTM Jan Y11 intervention	Volunteering/community work Passive Modal verbs Big events		
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highlighted sections show where knowledge is being revisited

7 3 hours MFL time per week	<p>All students do a carousel of 4 languages. Then students make choices of the language that they will study through year 7, 8 and 9. This is followed by sessions on 'Why learn languages?', careers, and 'Learning to learn languages?', including IT skills. Focus on cultural capital. Broad experience for all. Important to undo misconceptions for students who have had a negative experience of learning languages at primary school. Choice increases student motivation.</p>	<p><u>introductions and describing people</u></p> <p>adjectives of description saying how you are numbers opinions and justification inversion of the verb connectives intensifiers adverbial phrases comparatives</p>	<p><u>family and pets</u></p> <p>ich werde + resolutions definite and indefinite articles nominative and accusative cases possessive adjectives forms of haben pronouns connectives intensifiers forms of sein use of kein to create negative sentences conditional and imperfect set phrases – ich möchte, ich hatte</p>	<p><u>free time</u></p> <p>regular present tense gern/lieber/am liebsten opinions and justification inversion of the verb asking questions time phrases future tense conditional set phrases - ich möchte</p>	<p><u>my town</u></p> <p>opinions and justification connectives verb pullers es gibt + accusative compound nouns adjective endings imperfect tense – es gab, es war, es hatte time phrases to use in the past tense</p>	<p><u>my town</u></p> <p>Imperatives - directions prepositions – in/mit + dative conditional – es gäbe, es wäre, es hätte</p> <p>time phrases to use in the future/conditional tenses</p>
	<p><u>Cultural Capital:</u> Sport / Fußball (Bundesliga)</p>	<p><u>Cultural Capital:</u> https://youtu.be/Kk8qAOe63UE - a German family https://youtu.be/NfZL8MMSKd8</p>	<p><u>Cultural Capital:</u> https://youtu.be/tQFGhZMsVGw</p>	<p><u>Cultural Capital:</u> https://youtu.be/tD8g3Ci6ZH8 - a German family and their hobbies https://youtu.be/luM9zypWm9Y - Easy German Youtube series – cultural comparisons (school ad hobbies)</p>	<p><u>Cultural Capital:</u> https://youtu.be/yUSLuVVxS3o - cultural differences e.g. die Küche mitnehmen!</p>	<p><u>Cultural Capital:</u> Case studies of German towns/cities/geographical features/culture Plan a trip to Germany</p>
	<p><u>Assessment:</u></p>	<p><u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30</p> <p>Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28</p>	<p><u>Assessment:</u> Listening 4/5 tasks Range of 2 tenses Total /30</p>	<p><u>Assessment:</u> Speaking – photo description card Total /20</p>	<p><u>Assessment – End of Year Exams:</u> Reading /23 Translation TL-Eng /7 Total /30</p> <p>Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28</p>	

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8 3 hours per week	<u>school</u> question words connectives – co-ordinating and sub-ordinating opinions and justification types of school and the German school system present tense perfect tense (3 key irregulars – tragen, essen, trinken) imperfect future tense comparing primary and current school telling the time inversion of the verb nominative and accusative cases intensifiers sein/ihr	<u>school and work</u> prepositions with the accusative case adjective endings conditional dream school using a range of tenses together saying what job you would like to do in the future. discussing ambitions inversion of the verb with time phrases. Christmas in the German-speaking world.	<u>health</u> new year's resolutions future tense genders of nouns nominative, accusative and dative cases plurals seit + present tense time phrases using wenn clauses imperfect perfect - verbs with haben comparatives modal verbs in the present tense time phrases um...zu perfect tense imperatives with Sie	<u>food and eating out</u> types of food and drink opinions and justification buying food at the market perfect tense with haben and sein nominative, accusative and dative cases restaurant dialogues – ordering food problems in a restaurant restaurant reviews	<u>Karneval und Musik</u> German traditions during Karneval describing a visit to Karneval perfect tense with haben and sein - irregular past participles sequencers Give opinions on music Describe music in the present and past tenses Talk about a visit to a music festival	<u>shopping</u> types of shops quantities revision of numbers / cases time phrases using a range of tenses together time manner place prepositions which take the accusative and dative transactional language for shopping
	<u>Cultural Capital:</u> Das deutsche Schulsystem https://youtu.be/Pu5j2sSS8sc - Easy German Youtube series – comparing UK and German schools https://youtu.be/39UDZMgPg5k	<u>Cultural Capital:</u> 11. November Martinstag Differences in celebrating Remembrance Day in the German speaking world – link to Stolpersteine 6. Dezember Nikolaus	<u>Cultural Capital:</u>	<u>Cultural Capital:</u> traditional foods from the German-speaking world	<u>Cultural Capital:</u> Karneval customs German singers and bands Märchen – die Bremer Stadtmusikanten	<u>Cultural Capital:</u> Apotheke vs Drogerie

		Christmas in the German-speaking world Christmas adverts of the German speaking world Stille Nacht				
	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 3 tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	
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9 3 hours per week	<u>holidays</u> talking about what the weather is like in different cities using adverbs of frequency word order – inversion and the verb as the second idea wenn clauses and free time activities the present tense imperfect tense – es gab, es war names of countries types of transport comparatives time, manner, place verb kickers: weil, da, obwohl	<u>holidays</u> the perfect tense – verbs with haben and sein regular and irregular past participles types of accommodation food the accusative case conditional revision of 'werden' + infinitive subordinating conjunctions comparatives Christmas in Germany	<u>media</u> TV, film A study of Das Wunder von Bern opinions using gern/lieber/am liebsten time phrases inversion of the verb past, present and future tenses - the verb sehen in 3 tenses, including irregular present tense forms prepositions with the accusative, dative and genitive	<u>fashion</u> genders of nouns cases adjective endings using wenn clauses time manner place talking about plans for a date using the future tense the difference between gehen and fahren reflexive and separable verbs in present and perfect	<u>my house/town</u> revision of present tense nominative, accusative and dative cases irregular verbs in the present tense es gibt + accusative adjective endings introduction to the genitive prepositions From April / May 2024 environment link – Was machst du zu Hause um der Umwelt zu helfen? Was machst du, um grüner zu sein?	<u>die Berliner Mauer</u> historical knowledge higher reading skills applying previous knowledge in context consolidating tenses and grammar knowledge Ballon film study man kann + infinitive Places in Berlin geography of Germany comparative – East and West Germany imperfect tense translation skills – authentic texts
	<u>Cultural Capital:</u>	<u>Cultural Capital:</u>	<u>Cultural Capital:</u> Das Wunder von Bern Tatort	<u>Cultural Capital:</u> Berlin fashion week	<u>Cultural Capital:</u>	<u>Cultural Capital:</u> historical knowledge: Germany post-WW2 Why was the wall built? life in East Germany? film: Ballon Why did the Berlin wall fall?
	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 3+ tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Reading /50 Writing /60	

	Formative assessment – speaking – presentation: Holidays					
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10 3 hours per week	Term 1: <u>Chapter 1 – school</u> Auf in die Schule - subjects, clothes, present tense. Es beginnt mit der Grundschule – pencil case, perfect, imperfect Mit Freude in der Schule. saying what you are looking forward to. giving reasons and opinions. Der Schultag. describing a school day. asking and answering questions Ordnung muss sein. school rules. using modal verbs Das Schulsystem. Wir fahren mit der Klasse weg. school exchanges and trips. the future tense Erfolge feiern. perfect tense of separable verbs Reading / Writing / Listening / Speaking assessments for unit 1. Ensure speaking questions are drafted and copied into speaking booklets	Term 2:	Term 3: <u>Chapter 2 – free-time and leisure</u> Verschiedene Freizeitaktivitäten. nouns and articles Wer liest heute noch Bücher? adverbs of frequency and place Musik ist mein Leben. gern, lieber, am liebsten Film und Fernsehen. plural nouns Sport für alle. conditional Wir feiern. using a range of tenses together Weihnachten Assessments for reading/writing/listening /speaking module 2	Term 4: <u>Chapter 3 – relationships, friends and family</u> Auf gute Freundschaft. comparative, superlative Wir verstehen uns gut....manchmal. Reflexive verbs. Mein Wochenende. future tense. dative and accusative prepositions Wer ist dein Vorbild?modal verbs Damals und heute. Past tense consolidation.	Term 5: <u>Chapter 4 – identity and culture – house and home</u> Describe house and home. irregular verbs in present tense. food and drink. Using separable verbs Applying correct register, du or Sie. Describing your home. Using the accusative and dative. Typical German meals. Giving opinions in the past tense. Describing a typical day – using reflexive and separable verbs. Social media and technology – using wenn phrases Advantages and disadvantages of the internet – using complex phrases using dass	Term 6:
Y11 3 hours a week	Term 1: <u>Chapter 5</u> <u>Local area, hol and travel</u> Transport and hotel bookings. Using clauses and subordinate clauses with 2 verbs. Discussing ways of travelling and buying train tickets. Comparative and superlative.	Term 2: <u>Chapter 6 – local area holiday and travel</u> Holiday destinations. Using nach/in/an Weather. Using werden in the present tense. using prepositions with the genitive. Past holidays – using the pluperfect tense. Holiday plans – future	Term 3: <u>Chapter 7 complete</u> <u>Chapter 8 – international and global dimension</u> As much before mocks as possible – also during revision/HT4. Revision from January onwards: rolling timetable to be inserted here.	Term 4: <u>Chapter 8 – international and global dimension</u> Festivals and events. Forming questions. Taking part in a sporting event. Prepositions with the accusative. Advantages and disadvantages of a sporting or a global music event. Using the	Term 5:	Term 6:

	Describing accommodation and associated problems. Shopping for souvenirs. Nominative and accusative adjective endings. Indefinite and demonstrative articles. Holiday complaints and illnesses. Use of seit + present. Review of directions. Preparation for end of unit assessment.	tense and infinitive clauses. Discussing advantages and disadvantages of where you live – modal verbs + infinitive, what you could/should/would do. <u>Chapter 7 – work and future plans, languages</u> Jobs and places of work Job profile Dream jobs Languages	Y11 PPES: WTM Jan: Y11 intervention:	comparative and superlative. Environment How to be 'greener'. Using subordinate clauses. Good causes /charity/helping others. Using the passive 'mood'.		
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Modern Foreign Languages Curriculum Map 2025-2026 – Mandarin – this document should be used alongside the schemes of learning and sentence builders

Intent:

- * To create a love of learning foreign languages and to develop strong, lifelong, linguistic skills, both in students' mother tongue and in the language(s) they are learning
- * To encourage students to become curious about and interested in the wider world and to understand that the world is "incurably plural"
- * To equip students with the skills and confidence to become global citizens in a multicultural, mutually respectful world and to help them to develop an intrinsic motivation to explore, respect and understand other cultures
- * To teach phonics, vocabulary and grammar systematically as part of a spiral curriculum, in which key *themes*, concepts and vocabulary are regularly revisited to develop students' knowledge
- * To enable students to become increasingly independent in their ability to adapt language to proficiently communicate for a range of purposes

Big themes:

- ① Grammar ② High frequency vocabulary ③ Phonics ④ Culture and diversity
⑤ Translation ⑥ Receptive skills (listening and reading) ⑦ Productive skills (speaking and writing)

KS2 National Curriculum:

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Disciplinary Literacy:

Students are continually exposed to spoken and written forms of the language, as we use the language to interact with them. Where appropriate, students are also exposed to cultural, authentic and literary texts.

	Autumn Term	Spring Term	Summer Term
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<p>The Castle School has been part of the Mandarin Excellence Programme since September 2021. In line with guidance from the DfE, British Council and UCL, students study the following units in 4 taught hours per week: Year 7 = Jin Bu 1 chapters 1-3</p> <p>All students follow the curriculum below. Many students also participate in the MEP programme and therefore also attend 1 hour after school per week and have the opportunity to participate in extra-curricular MEP events outside of the school. This supports students to consolidate knowledge, develop speaking proficiency and receive teaching tailored to their needs.</p>						
Year group	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p>7</p> <p>3 hours MFL time per week (+1 hour after school from January 2024)</p> <p>Mandarin Excellence Programme projects (independent learning in addition to projects)</p> <p>Assessment: Hurdle assessments will be taken in line with the Mandarin Excellence Programme.</p>	<p>All students do a carousel of 4 languages. Then students make choices of the language that they will study through year 7, 8 and 9. This is followed by sessions on ‘Why learn languages?’, careers, and ‘Learning to learn languages?’, including IT skills. Focus on cultural capital. Broad experience for all. Important to undo misconceptions for students who have had a negative experience of learning languages at primary school. Choice increases student motivation.</p>	<p><u>greetings and introductions</u></p> <p>Pinyin (consonants, vowels and tones)</p> <p>8 basic strokes</p> <p>stroke order: from top to bottom; from left to right</p> <p>Numbers</p> <p>Radicals: 亻 女 子 口 夕</p> <p>扌 手 戈 讠</p> <p>question words: 谁 哪 怎么 为什么</p> <p>verbs</p> <p>Pronouns 你 我 他 她</p>	<p><u>family and home</u></p> <p>talking about your family members</p> <p>Possessive form: 的</p> <p>forming questions: 吗?</p> <p>question words: 谁 哪 怎么 为什么</p> <p>measure words: 口, 个, 只, 条</p> <p>Radicals: 亻 龙 豸 虫 鸟</p> <p>opinions and reasons: 我 喜欢 小狗, 因为 小狗 很 可爱。</p> <p>Pronouns (plural form) 你们, 我们, 他们, 她们</p>	<p><u>hobbies</u></p> <p>saying what you and other people like to do</p> <p>Conjunctions: 和, 也</p> <p>question words: 呢, 谁, 怎么</p> <p>Modals: 会</p> <p>Radicals: 扌 王 足 竹 马 讠</p>	<p><u>hobbies</u></p> <p>saying what you and other people like to do</p> <p>time phrases</p> <p>Tenses: past tense, future tense</p> <p>question words: 星期几</p> <p>How to ask and answer questions</p>	<p><u>school</u></p> <p>saying which school subjects you like and dislike</p> <p>talking about your class</p> <p>talking about your school day</p> <p>use of 什么, 口</p> <p>use of 几 / 几点, sequencers</p> <p>saying yes/no using the verb in the question: 你是不是老师? 我是老师。 我不是老师。</p> <p>use of 在</p> <p>question words: 几点, 几, 多少, 哪国人</p> <p>你几点有中文课?</p> <p>你家有几口人?</p> <p>你们班有多少个学生?</p> <p>你是哪国人?</p> <p>talking about nationality</p> <p>radicals: 讠, 日, 亻, 讠, 口</p>

MEP Project – additional resources – possible resources to be used		Mandarin Excellence Programme project: Learning Chinese through technology The Great Wall	Mandarin Excellence Programme project: The first Emperor and the Terracotta Army Ode to Chinese The Land that is China	Mandarin Excellence Programme project: Chinese diary 1 Manhua Lost Cowboy	NO Mandarin Excellence Programme project due to prepare for the Hurdle Tests	Mandarin Excellence Programme project: Martial arts The People and Languages of China Chinese literature
	Cultural Capital:	Cultural Capital: Mid Autumn Festival Geography of China	Cultural Capital: Chinese homes and Chinese families – one child policy and changes differences and similarities between China and the UK	Cultural Capital: Young people’s hobbies in China and after school tuition differences (ti jianzi, taiji, majiang etc.....	Cultural Capital: Martial arts Languages of China Literature	Cultural Capital: Differences between school systems - class size, school size, subjects, choices
	Assessment:	Assessment: Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	Assessment: Listening 4/5 tasks Range of 2 tenses Total /30		MEP Hurdle Tests – speaking (10 minutes), writing (60 minutes), reading and listening (60 minutes)– will take place this half term	
	Tones and Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
8	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p>The Castle School has been part of the Mandarin Excellence Programme since September 2021. In line with guidance from the DfE, British Council and UCL, students study the following units in 4 taught hours per week: Year 8 = Jin Bu 1 chapters 4-5 (school, food and drink) and Jin Bu 2 chapter 1 (holidays), chapter 2 (all about me) and chapter 3 (where I live)</p> <p>All students follow the curriculum below. Many students also participate in the MEP programme and therefore also attend 1 hour after school per week and have the opportunity to participate in extra-curricular MEP events outside of the school. This supports students to consolidate knowledge, develop speaking proficiency and receive teaching tailored to their needs.</p>						

<p>8</p> <p>3 hours MFL time per week (+1 hour after school)</p> <p>Mandarin Excellence Programme projects (independent learning in addition to projects)</p>	<p><u>food and drink</u></p> <p>talking about food and drink focus on word order talking about likes and dislikes use of 也 ordering in a restaurant traditional/regional food use of 想, radicals: 火、钅、艹</p>	<p><u>holidays</u></p> <p>talking about holidays past tense future tense verb-adjective structures question words: 怎么样、好不好、哪国人、哪儿、怎么、哪一年、 use of 和...一起 modes of transport using past tense time markers using two verbs together listening strategies radicals: 雨、土、马 use of 了 in the past tense</p>	<p><u>all about me</u></p> <p>describing appearance verb-adjective structures prepositions adjectives daily routine use of 都 radicals: 木、衤、纟</p>	<p><u>where I live</u></p> <p>places in a town giving reasons using 因为 prepositions use of 要 use of 比, use of 这, 那 future tense using 将来 use of 是不是 radicals: 亻、礻 compounds: 洗衣机)</p>	<p><u>shopping</u></p> <p>buying fruit and veg buying clothes the present continuous tense: 我在/正在看书。 use of 还、太...了 我买了苹果, 还买了香蕉。 太贵了。 measure words for clothes: 件, 条, 双 use of 虽然...但是... use of 给 online shopping shopping in China the use of 还是 cultural differences, Radicals: 心、竹、钅</p>	<p><u>revision and hurdle tests</u></p> <p>MEP Hurdle Tests – speaking (10 minutes), writing (60 minutes), reading and listening (60 minutes) – will take place this half term</p> <p>Speaking – conversations, photo cards, planning and giving a presentation Writing – describing a photo, 4 bullet point questions Vocab revision of all topics from year 7 and 8 Reading and listening comprehension – Gochinese website Applying knowledge of radicals to work out the meaning of characters</p>
<p>Mandarin Excellence Programme projects (independent learning in addition to projects)</p>	<p>Mandarin Excellence Programme project:</p> <p>Where are we going?</p> <p>Shopping and money</p>	<p>Mandarin Excellence Programme project:</p> <p>Chinese Cuisine – 1</p> <p>Chinese Cuisine - 2</p>	<p>Mandarin Excellence Programme project:</p> <p>Pollution and sustainable Living</p> <p>Tang Poetry and a short story</p>	<p>Mandarin Excellence Programme project:</p> <p>Youtube – Chinese channels</p> <p>Square dancing and “Divine Tunes” on the internet</p>	<p>NO Mandarin Excellence Programme project due to prepare for the Hurdle Tests</p>	<p>Mandarin Excellence Programme project:</p> <p>Olympic games and sports stars</p> <p>Mobile technology in China</p>

	Cultural Capital: <u>Chinese food and drink</u>	Cultural Capital: <u>Chinese food and drink</u> <u>Eating habits</u>	Cultural Capital: Chinese cities Beijing, Shanghai, Guangzhou, Xian Weather and climate – extremes of weather	Cultural Capital: <u>Family differences</u> <u>How to celebrate</u> <u>birthdays – differences</u> <u>Pets – cultural differences</u>	Differences – flats in cities Bigger cities Countryside vs urban living and attitudes Political influence – everything belongs to the government	Cultural Capital:
Assessment: Hurdle assessments will be taken in line with the Mandarin Excellence Programme.	Assessment: Reading /23 Translation TL-Eng /7 Total /30	Assessment: Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	Assessment: Listening 4/5 tasks Range of 3 tenses Total /30	Assessment: Speaking – photo description card Total /20	Assessment – End of Year Exams: Listening 4/5 tasks Range of 3 tenses Total /30 Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	

Tones and Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit.
High frequency vocabulary – these are outlined in the schemes of learning for each unit.

9	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
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The Castle School has been part of the Mandarin Excellence Programme since September 2021. In line with guidance from the DfE, British Council and UCL, students study the following units in 4 taught hours per week:

Year 9 = Jin Bu 2 chapters 4 and 5 (shopping and travel in China) and chapters 1,2 and 3 of Edexcel book

All students follow the curriculum below. Many students also participate in the MEP programme and therefore also attend 1 hour after school per week and have the opportunity to participate in extra-curricular MEP events outside of the school. This supports students to consolidate knowledge, develop speaking proficiency and receive teaching tailored to their needs.

Year 9 3 hours MFL time per week (+1 hour after school)	<u>Travel in China</u> travel plans sightseeing Spring festival in Guangzhou	<u>My life</u> Understanding basic introductions Likes and dislikes Daily routine in a Chinese family Describing people	<u>School</u> Talking about school subjects Saying where things are Expressing opinions Making comparisons	<u>Leisure</u> Hobbies and sports Talking about sports facilities Frequency and duration of activities Talking about hobbies and interests	<u>Revision and Hurdle Tests</u> <u>(may also go into HT6</u> <u>depending on MEP</u> <u>assessment window)</u> MEP Hurdle Tests – Writing (part A, 45 minutes; part B, 30 minutes);	<u>Media</u> Understanding basic information about media Giving opinions about the media Giving opinions about programmes Talking about preferences
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		Asking yes/no questions: verb 不 verb How things have changed since your childhood	Talking about school rules, pressures and success Talking about student exchanges and school events	Talking about keeping fit Talking about socialising with family and friends	Reading and listening (90 minutes) – will take place this half term There is NO speaking test. Writing – describing a photo, 4 bullet point questions Vocab revision of all topics from year 7, 8 and 9 Reading and listening comprehension – Gochinese website Applying knowledge of radicals to work out the meaning of characters	Talking about films and music Talking about role models’ life experiences
	Cultural Capital: Different shopping habits – food markets rather than supermarkets	Cultural Capital: Online shopping Payment systems in China – digital money – cashless society?	Cultural Capital: Sightseeing in Beijing Shopping in Shanghai	Cultural Capital: Culture of Xian Chinese festivals	Cultural Capital: Chinese families Changing of one child policy	Cultural Capital: Compare Chinese media and media in the UK
Assessment: Hurdle assessments will be taken in line with the Mandarin Excellence Programme.	Assessment: Reading /23 Translation TL-Eng /7 Total /30 Formative assessment – speaking – presentation: Celebrities	Assessment: Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	Assessment: Listening 4/5 tasks Range of 3+ tenses Total /30	Assessment: Speaking – photo description card Total /20	Assessment – End of Year Exams: Listening /50 Reading /50 Writing /60	
	Tones and Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
10	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:

The Castle School has been part of the Mandarin Excellence Programme since September 2021. In line with guidance from the DfE, British Council and UCL, students study the following units in 4 taught hours per week:
Year 10 = Chapters 4,5,6 and 7 of Edexcel book and HSK3 contents

All students follow the curriculum below. Many students also participate in the MEP programme and therefore also attend 1 hour after school per week and have the opportunity to participate in extra-curricular MEP events outside of the school. This supports students to consolidate knowledge, develop speaking proficiency and receive teaching tailored to their needs.

Year 10 3 hours MFL time per week (+1 hour after school)	<u>Where I live</u> Talking about the home and where things are Talking about where places are Using adjective to give opinions Asking for directions Buying and returning goods Discussing wider world issues Recycling and protecting the environment HSK2	<u>Holidays</u> Revising weather and transport Talking about the weather Talking about different means of transport Talking about a past holiday Talking about the future Asking for help and dealing with problems Making travel arrangements (talking about sequences of activities) HSK3 Reading	<u>Food and drink</u> Talking about likes and dislikes Giving opinions Ordering food Talking about regional food Talking about celebrations HSK3 Listening	<u>Revision and Preparation for HSK3 Tests</u> Learn HSK3 vocab	<u>Revision and Preparation for HSK3 Tests</u> HSK3 Tests Listening: 40 questions, 35 minutes. Reading: 30 questions, 30 minutes. Writing: 10 questions, 15 minutes. 90 minutes for all 3 tests, including filling out candidate's info and the answer card.	<u>The World of Work</u> Talking about jobs Talking about working experience Talking about future plans Talking about your ideal job Talking about ambitions and volunteering Talking about the internet Talking about good causes
	Cultural Capital: Differences of homes and properties between China and UK	Cultural Capital: Differences of spending holidays between China and UK	Cultural Capital: Differences of food and drinks, celebrations between China and UK	Cultural Capital: Differences between Chinese society and British society	Cultural Capital: 	Cultural Capital: Job markets in China Differences between Chinese and British job markets
Assessment: Hurdle	<u>Assessment:</u> Module 5	<u>Assessment:</u> Module 6	<u>Assessment:</u> Module 7	<u>Assessment:</u> HSK3 Mock tests	<u>Assessment – End of Year Exams:</u> HSK 3 Tests: Wednesday, 14 th May 2025	

assessments will be taken in line with the Mandarin Excellence Programme.	Reading Listening Writing	Reading Listening Writing	Reading Listening Writing		Listening Reading Writing Mock speaking test in June	
	Tones and Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
11 2024/2025 3 hours per week	Module 8: The World of Work Talking about jobs Talking about working experience Talking about future plans Talking about your ideal job Talking about ambitions and volunteering Talking about the internet Talking about good causes	Revisiting My life School Leisure Media	Revisiting Where I live Holidays Food and Drink	Revision for GCSE exams Listening Speaking Reading Writing Y11 PPES / WTM Jan / Y11 intervention	Revision for GCSE exams	
11 from 2025/2026 3 hours per week	A new curriculum is being developed in line with the Mandarin Excellence Programme – students will complete the two year GCSE course and work towards HSK3 in line with guidance from the DfE, British Council and UCL.					

highlighted sections show where knowledge is being revisited

Intent:

- To create a love of learning foreign languages and to develop strong, lifelong, linguistic skills, both in students' mother tongue and in the language(s) they are learning
- To encourage students to become curious about and interested in the wider world and to understand that the world is "incurably plural"
- To equip students with the skills and confidence to become global citizens in a multicultural, mutually respectful world and to help them to develop an intrinsic motivation to explore, respect and understand other cultures
- To teach phonics, vocabulary and grammar systematically as part of a spiral curriculum, in which key *themes*, concepts and vocabulary are regularly re-visited to develop students' knowledge
- To enable students to become increasingly independent in their ability to adapt language to proficiently communicate for a range of purposes

Big themes:

- ① Grammar ② High frequency vocabulary ③ Phonics ④ Culture and diversity
⑤ Translation ⑥ Receptive skills (listening and reading) ⑦ Productive skills (speaking and writing)

KS2 National Curriculum:

We aim to build on the skills taught as part of the KS2 curriculum: [National curriculum in England: languages programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study)

Disciplinary Literacy:

Students are continually exposed to spoken and written forms of the language, as we use the language to interact with them. Where appropriate, students are also exposed to cultural, authentic and literary texts.

	Autumn Term		Spring Term		Summer Term	
Year group	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
7 3 hours MFL time per week	<p>All students do a carousel of 4 languages. Then students make choices of the language that they will study through year 7, 8 and 9. This is followed by sessions on ‘Why learn languages?’, careers, and ‘Learning to learn languages?’, including IT skills. Focus on cultural capital. Broad experience for all. Important to undo misconceptions for students who have had a negative experience of learning languages at primary school. Choice increases student motivation.</p>	<p><u>introductions and school subjects</u></p> <p>verbs of opinion cognates present tense llamarse / tener / ser/ vivir (1st/2nd/3rd person singular) numbers definite articles adjectival agreement intensifiers connectives my birthday my age months school subjects days</p>	<p><u>family</u></p> <p>family members numbers 1-100 age + se llama indefinite articles adjectival agreement ser / tener (1st and 3rd person singular) conjugation of regular present tense verbs possessive adjective- mi me llevo bien/mal con hay eyes / hair descriptions intensifiers adjectives of description connectives</p>	<p><u>physical description and character – spy project</u></p> <p>present tense verbs near future physical descriptions descriptions of character cognates conjugation of regular present tense verbs irregular present tense verbs intensifiers</p>	<p><u>animals / culture</u></p> <p>colours – colours poem adjectival agreement conditional/ near future animals age + se llama numbers opinion phrases activities – infinitive verbs Tener (1st 3rd singular) intensifiers ir, jugar, hacer + sport/activity possessive adjectives (mi, su) Adjectives (to describe activities, hair, eyes, body and character)</p>	<p><u>free time activities</u></p> <p>verbs of opinion + infinitive present tense verb endings – AR verbs hago juego al voy a + infinitive near future tense reasons ir, jugar, hacer connectives days me gustaría + infinitive future time phrases time phrases of frequency intensifiers</p>
	<p>Cultural Capital: Spanish-speaking countries and the food of South America</p>	<p>Cultural Capital: Differences in schools Cumpleaños Feliz Birthdays in México - Mariachi Spanish greetings</p>	<p>Cultural Capital: The Spanish Royal Family</p>	<p>Cultural Capital:</p>	<p>Cultural Capital: Coco film Poems</p>	<p>Cultural Capital: Different popular activities in Spain compared to England</p>
	<p><u>Assessment:</u></p>	<p><u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30</p> <p>Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28</p>	<p><u>Assessment:</u> Listening 4/5 tasks Range of 2 tenses Total /30</p>	<p><u>Assessment:</u> Speaking – photo description card Total /20</p>	<p><u>Assessment – End of Year Exams:</u></p> <p>Reading /23 Translation TL-Eng /7 Total /30</p> <p>Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28</p>	

	Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
8 3 hours per week	<u>house and home</u> Hay vivo en, soy de (1 st , 3rd sing and plural) es/está compass points Locations (cities, areas, countries) intensifiers present tense verbs adjectival agreement Prepositions (dentro, fuera...) definite and indefinite (un, una) Articles (el, la) Nouns (belongings, family, buildings, rooms, Possessive adjectives Adjectives (describe activities)	<u>my town</u> ser Hay vivir description of a town Comparative (more, less, than) Conditional (me gustaría) present tense verbs near future future time phrases imperfect tense – era / estaba / había / tenía / vivía connectives time phrases in the past Intensifiers Nouns (countries, areas) Opinion phrases Adjective agreement	<u>free time activities</u> sports and other activities daily routine (me levanto...) opinions and justification consolidation of key present tense regular and irregular verbs time phrases frequency phrases sequencers weather phrases with cuando seasons Juego, hago, voy near future - voy a quiero + infinitive tengo que + infinitive future time phrases telling the time	<u>fashion</u> Clothes, uniforms Connectives Intensifiers Indefinite articles colours and adjectives to describe clothes consolidation of present and near future tenses giving positive and negative opinions with justification (agreeing and disagreeing) comparatives superlatives adjectival agreement and position using a range of tenses together (present, preterite, near future) Time phrases (present, past and future) extending writing (this/that/these/those) developing speaking skills – photo description	<u>festivals, music and culture</u> Semana Santa speaking with more detailed information giving more sophisticated opinions with justification adjectival agreement using a range of tenses together se puede / suele / es possible + infinitive (celebrar, ver, cantar, ir, comer) intensifiers developing listening skills Nouns (types of music, festivals, food, traditions voc.) Frequency phrases Opinion phrases (more sophisticated)	<u>food and diet</u> food meal times eating in a restaurant/supermarket – transactional vocab adjectival agreement time phrases (past/future) consolidation of tenses – preterite, present (es/son), near future, conditional connectives more sophisticated opinion phrases Verb + noun agreement
	Cultural Capital: earthquake in Chile Madrid compared to Taunton	Cultural Capital: How people live in Madrid: buildings vs houses	Cultural Capital: Different weather in Spain	Cultural Capital: Uniform and education in Spain	Cultural Capital: Spanish music Spanish festivals	Cultural Capital: Role play supermarket Role play supermarket

	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /20 Translation Eng-TL /12 Total /32	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment:</u> Listening 4/5 tasks Range of 3 tenses Total /30	<u>Assessment – End of Year Exams:</u> Reading /22 Translation TL-Eng /8 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	
	Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
9 3 hours per week	<u>holidays</u> countries transport Present (to go. All subjects) Preterite (to go. All subjects) time phrases (present & past) holiday activities se puede + infinitive (ar, er, ir) Sequencers Word order Weather	<u>holidays</u> Locations & countries Adjectives to describe accommodation Sequencers Nouns (bedroom & badroom objects, facilities) Future phrases Conditional phrases Adjective agreement Preterite tense (to stay, in I and we form) Imperfect verbs (tenía, era, había, estaba, funcionaba) Near future tense (to go, all forms) Conditional “I would like” I would like + range of verbs	<u>school</u> more sophisticated opinion phrases school subjects options choices + justificaitons (group talk) talking about what you do/uses to do in lessons present tense (es & son) Preterite (what happened one day) Imperfect near future (I’m going to study) adjectival agreement range of verbs opinion phrases Connectives Frequency phrases	<u>world of work and careers</u> Range of verbs in infinitive necesita + ser tiene que + ser job titles and opinions talking about skills needed for particular jobs opinions of jobs with justification Family quiero ser / me gustaría / si puedo/ sería + infinitive near future (va a ser, voy a) conditional adjectival agreement Places where to work	<u>health</u> parts of the body Illnesses (tengo/estoy) sports healthy living giving advice (tengo que/ tienes que) comparing present and imperfect Opinions + infinitives Justification hago / juego / practico / voy exclamations time phrases Frequency phrases Connectives (pero ahora)	<u>culture, geography and politics of Central America – El Salvador</u> civil war in El Salvador analysis of Voces Inocentes film cultural research on El Salvador present tense verbs for narrating events film shown in chunks (writing a film review)

	Cultural Capital: public transport in Spain	Cultural Capital: la Alhambra, Sevilla, Granada, Latin American holidays	Cultural Capital: schools in Spanish-speaking countries around the world	Cultural Capital: Applying for a job – role play	Cultural Capital: Role play hospital/doctor	Cultural Capital: Voces Inocentes film
	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Formative assessment – speaking – presentation: Holidays	<u>Assessment:</u> Reading /23 Translation TL-Eng /7 Total /30 Writing 4 bullet point task /16 Translation Eng-TL /12 Total /28	<u>Assessment:</u> Listening 4/5 tasks Range of 3+ tenses Total /30	<u>Assessment:</u> Speaking – photo description card Total /20	<u>Assessment – End of Year Exams:</u> Reading /50 Writing /60	
	Phonics - Focus on 3 key sounds per week – these are outlined in the schemes of learning for each unit. High frequency vocabulary – these are outlined in the schemes of learning for each unit.					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
10 2 hours per week in 2021/2022 moving to 3 hours per week in 2022/2023	Module 1: Desconéctate discussing holidays and weather revising the present and preterite tenses saying what you do in summer using the present tense listening to identify the person of the verb talking about holiday preferences using verbs of opinion to refer to different people understanding percentages	Module 1: Desconéctate booking accommodation and dealing with problems using verbs with usted using questions to form answers giving an account of a holiday in the past using three tenses together identifying positive and negative opinions Module 2: Mi vida en el insti	Module 2: Mi vida en el insti talking about school rules and problems using phrases followed by the infinitive tackling harder listening activities talking about plans for a school exchange using the near future tense asking and answering questions talking about activities and achievements	Module 3: Mi gente talking about family and socialising using verbs in the present tense describing people using adjectival agreement talking about social networks using para with infinitives extending responses by referring to others making arrangements using the present continuous tense improvising dialogues	Module 3: Mi gente talking about reading preferences using a range of connectives recognising similar ideas expressed differently describing people using <i>ser</i> and <i>estar</i> understanding more detailed descriptions talking about friends and family using a range of relationship verbs referring to the present and past	Module 4: Intereses y influencias talking about what you usually do using <i>soler</i> + infinitive identifying correct statements about a text talking about sports using the imperfect tense to say what you used to do listening for different tenses talking about what’s trending using the perfect tense

	<p>saying what you did on holiday</p> <p>using the preterite tense</p> <p>using different structures to give opinions</p> <p>describing where you stayed</p> <p>using the imperfect tense</p> <p>working out the meaning of new words</p>	<p>giving opinions about school subjects</p> <p>describing school facilities</p> <p>describing school uniform and the school day</p> <p>using adjectives</p> <p>talking about subjects and teachers</p> <p>using comparatives and superlatives</p> <p>justifying opinions using a range of language</p> <p>describing your school</p> <p>using negatives</p> <p>comparing then and now</p>	<p>using object pronouns</p> <p>saying how long you have been doing something</p>		<p>Module 4: Intereses y influencias</p> <p>talking about free time activities</p> <p>using stem-changing verbs</p> <p>talking about TV programmes and films</p> <p>using adjectives of nationality</p>	<p>using words which have more than one meaning</p> <p>discussing different types of entertainment</p> <p>using <i>algunos / ciertos / otros / muchos / demasiados / todos</i></p> <p>adapting a model dialogue to fit different situations</p> <p>talking about who inspires you</p> <p>using a range of past tenses</p> <p>talking about dates</p>
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p>Y11</p> <p>3 hours a week</p>	<p>Module 5: Cuidades</p> <p>talking about places in a town</p> <p>asking for and understanding directions</p> <p>talking about shops</p> <p>shopping for souvenirs</p> <p>describing the features of a region</p> <p>using <i>se puede</i></p> <p>asking and responding to questions</p> <p>planning what to do</p> <p>using the future tense</p> <p>understanding the geography of Spain</p> <p>shopping for clothes and presents</p> <p>using demonstrative adjectives</p> <p>explaining preferences</p>	<p>Module 6: De costumbre</p> <p>describing mealtimes</p> <p>talking about daily routine</p> <p>talking about illnesses and injuries</p> <p>asking for help at the pharmacy</p> <p>talking about typical foods</p> <p>using the passive</p> <p>spotting words which indicate and increase/decrease</p> <p>comparing different festivals</p> <p>avoiding the passive</p> <p>paying attention to question words</p> <p>describing a special day</p>	<p>Module 7: ¡A currar! (Y11 PPEs / WTM Jan / Y11 intervention)</p> <p>talking about different jobs</p> <p>discussing job preferences</p> <p>talking about how you earn money</p> <p>using <i>soler</i> in the imperfect tense</p> <p>using verbs in different forms</p> <p>talking about work experience</p> <p>using the preterite and imperfect together</p> <p>using alternatives to 'and'</p> <p>talking about the importance of learning languages</p>	<p>Module 8: Hacía un mundo mejor</p> <p>describing types of houses</p> <p>talking about the environment</p> <p>talking about healthy eating</p> <p>discussing diet-related problems</p> <p>considering global issues</p> <p>using the present subjunctive</p> <p>listening for higher numbers</p> <p>talking about local actions</p> <p>using the subjunctive in commands</p> <p>presenting a written argument</p> <p>discussing healthy lifestyles</p>	<p>Revision and exams</p>	<p>Revision and exams</p>

	talking about problems in a town using the conditional using synonyms and antonyms describing a visit in the past using different tenses together recognising and using idioms	using reflexive verbs in the preterite inferring meaning in literary texts ordering in a restaurant using superlatives spotting irregular verb patterns in the preterite talking about a music festival using expressions followed by the infinitive adding interest when narrating a story	using the present and present continuous using <i>saber</i> and <i>conocer</i> applying for a summer job using indirect object pronouns writing a formal letter discussing gap years revising the conditional using the 24 hour clock discussing plans for the future using the subjunctive with <i>cuando</i> using different ways to express future plans	understanding different tenses giving extended reasons talking about international sporting events using the pluperfect tense explaining your point of view talking about natural resources using the imperfect continuous using grammar knowledge in translation		
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highlighted sections show where knowledge is being revisited