

INTENT – Why are we doing what we are doing?

The focus of our curriculum is centred on the development of pupil’s communication skills, self-efficacy, strong and durable retention of language, independence and autonomy. Our main focus is on the depth of learning and the long-term retention of the 3 pillars of learning – vocabulary, phonics and grammar – and ensuring that students are committing the language and skills they are taught into their long-term memory. Through this they will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be reused in a large number of real-life situations. With this knowledge and confidence, they will become resilient and competent linguists.

Our KS3 languages curriculum is knowledge-rich in both skills and language. The KS3 SOW is cyclical in terms of grammar and vocabulary/structures with topics and skills being revisited regularly in order to recall and build upon prior knowledge. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practised and retrieved, so that they are confident communicators.

The aim is to create a well-rounded linguist but also make languages enjoyable by building confident, successful linguists. As there are clear educational, personal, cultural, social, career and business benefits in being able to communicate in a foreign language, at all Key Stages, students are taught to communicate effectively in all four skills – reading, writing, listening and speaking. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage.

There is ambition and opportunity for all pupils to study a language up to the age of 16. Every student is studying either French or Spanish up until the end of Year 9, then students are encouraged to choose to study languages at GCSE level as part of a strong EBacc offer.

We want students to have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel in order to deepen their understanding of different cultures and societies. We therefore aim to incorporate as much human interest and culture into lessons as possible and provide students with many extra-curricular opportunities and real-life experiences including plays, restaurant visits, fêtes, Hispanic and Francophone days, EDOL, Day of the Dead and many more. Through this, we hope to provide students with an experience and acceptance of other cultures, and an enjoyment of and inquisitiveness for another language and its culture.

Considering the local context of N E Lincolnshire, it is vital for our students to learn an additional language to promote opportunities for our students to either work for local industries that have an international outlook or work in other regions of the world.

IMPLEMENTATION - Year 7

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	Moi (All about me)	<i>Comment t’appelles-tu?</i> <i>Comment ça s’écrit?</i> <i>Quel âge as-tu?</i> <i>Quelle est la date de ton anniversaire ?</i>	<i>To build confidence in using the target language and to begin using the language to talk about yourself and understand the TL in a classroom environment. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the je and tu forms – avoir and s’appeler	Classroom instructions Introductions – greetings and name Alphabet and spelling names Numbers 1-31 Saying how old you are Months and days Saying what the date is Saying when your birthday is Christmas in France	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Classroom instructions Introductions – greetings and name Alphabet and spelling names Numbers 1-31 Saying how old you are Months and days Saying what the date is Saying when your birthday is Christmas in France	- <i>numbers beyond 31</i> - <i>all present tense forms of the verb s’appeler and avoir</i> - <i>TL vocabulary about Christmas</i>
Links between Units: Using name, age, birthdays language from unit 1 to describe other family members.								
Spring Term 3 & 4 January – March	Moi et ma famille (Me and my family)	<i>As-tu des frères et sœurs ?</i> <i>Décris ta famille.</i> <i>As-tu un animal ?</i>	<i>To build upon unit 1 knowledge, using it to start talking about people other than yourself. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the je, tu, il, elle forms – avoir and s’appeler Grammar – possessive adjectives mon/ma/mes/son/sa/ses Grammar – negatives, plurals and adjective agreement	Brothers and sisters Family members Numbers 1-100 Names, ages and birthdays of family members Colours Pets Easter traditions in France	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Brothers and sisters Family members Numbers 1-100 Names, ages and birthdays of family members Colours Pets Easter traditions in France	- <i>numbers beyond 100</i> - <i>all present tense forms of the verb s’appeler and avoir</i> - <i>a larger list of animals/pets</i> - <i>TL vocabulary about Easter</i>
Links between Units: Using family members, days and phonics knowledge from units 1 and 2 to talk about sports								
Summer Term 5 & 6 April – July	Moi, ma famille et nos intérêts (Me, my family and our interests)	<i>Tu es sportif?</i>	<i>To build upon unit 1 and 2 knowledge, using it to start talking about your own and other people’s interests. To express opinions in the TL. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the je, tu, il, elle forms – range of sport/hobby verbs Grammar – negatives, justified opinions, modifiers and connectives Grammar – verb + infinitive	Sports Opinions about sports Sports with jouer/faire Hobbies Opinions plus infinitives Who with and how often Famous sporting events (Tour de France/World Cup/Olympics ...)	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>sportspeople/sporting events</i>	Sports Opinions about sports Sports with jouer/faire Hobbies Opinions plus infinitives Who with and how often Famous sporting events (Tour de France/World Cup/Olympics ...)	- <i>all present tense forms of the verb faire and jouer and other hobby verbs</i> - <i>a larger list of sports/hobbies</i> - <i>TL vocabulary about sporting events</i>

IMPACT – What do we want students to know at the end of Year 7?

By the end of year 7, students should have a sound knowledge of the vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests as well as understanding and responding to written and spoken texts on these subjects. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained knowledge about the TL countries and some of their traditions.

IMPLEMENTATION - Year 8

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	Moi et ma famille 2 (Me and my family 2)	<i>Tu es comment ?</i> <i>Décris ta famille ?</i>	<i>To build upon and revisit year 7 topics. Increasing the descriptions of self and others by looking at physical and personality descriptions, jobs and continuing use opinions. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the je, tu, il, elle, ils and elles forms – avoir/être and s’appeler Grammar – negatives, justified opinions, modifiers and connectives	Family, numbers, age, name and birthday Hair and Eyes être + physical descriptions être + personality description être + jobs of family members Epiphany / Christmas / New Year	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>discussion of a range of jobs in relation to family</i> - <i>usefulness of languages in certain jobs</i>	Family, numbers, age, name and birthday Hair and Eyes être + physical descriptions être + personality description être + jobs of family members Epiphany / Christmas / New Year	- <i>all present tense forms of the verb avoir, être and s’appeler</i> - <i>je voudrais être + jobs</i> - <i>a larger list of adjectives</i> - <i>TL vocabulary about Epiphany/Christmas/New Year</i>
Links between Units: Using adjectives and opinions from year 7 unit 3 and year 8 unit 1 to describe house, town and activities, using family members, days etc. from previous units to extend descriptions.								
Spring Term 3 & 4 January – March	Moi et où j’habite (Me and where I live)	<i>Où habites-tu?</i> <i>Qu’est-ce que tu as fait récemment dans ta ville ?</i>	<i>To use the TL to describe where you live and then use home/town as a basis to learn the past tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – pres. tense in the je, tu, il/elle and nous forms of habiter/vivre Grammar – on peut + the infinitive Grammar – past tense in the je, tu, il, elle, nous forms with a range of sport/hobby verbs from Y7ST Grammar – imperatives for directions	Where you live – town name, country, type of town and type of house and location Rooms in your house Places in a town – what there is and what you can do Past tense – recent activities in your town / recent visit to another town Directions ??? Seasonal Topic (not Easter)	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Where you live – town name, country, type of town and type of house and location Rooms in your house Places in a town – what there is and what you can do Past tense – recent activities in your town / recent visit to another town Directions ??? Seasonal Topic (not Easter)	- <i>all present tense forms of the verb habiter/vivre</i> - <i>all forms of the past tense with a range of activity verbs</i> - <i>Case studies about French-Speaking towns/cities</i>
Links between Units: Build upon past tense from year 8 unit 2 and continue to revisit opinions and details from previous units.								
Summer Term 5 & 6 April – July	Mes Vacances (My holidays)	<i>Où es-tu allé en vacances l’année dernière ?</i>	<i>To use the holidays topic as a means to practice and build upon the use of the past tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – past tense in the je, tu, il, elle, nous forms with a range of holiday verbs Grammar – negatives, justified opinions, modifiers and connectives Grammar – quand/si clauses with the weather	Holidays Where, who with, how long for and opinions Transport and Accommodation Describing a hotel room Holiday activities Weather + Activities Holiday destinations in French speaking countries	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>jobs in the tourism industry</i> - <i>how languages help people who work in the tourist industry</i>	Holidays Where, who with, how long for and opinions Transport and Accommodation Describing a hotel room Holiday activities Weather + Activities Holiday destinations in French speaking countries	- <i>all forms of the past tense with a range of activity and holiday verbs</i> - <i>Case studies about French-Speaking holiday destinations</i>

IMPACT – What do we want students to know at the end of Year 8?

By the end of year 8, students should have built upon their vocabulary and skills acquired in year 7 and have a sound knowledge of the new year 8 vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests, where they live and holiday destinations as well as understanding and responding to written and spoken texts on these subjects. They should also be able to understand grammar rules to form both the past and present tenses and be able to apply these rules to new, previously unseen verbs. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained more knowledge about the TL countries and some of their traditions.

IMPLEMENTATION - Year 9

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	La vie au collège (Life at school)	<i>Comment est ton collège ? (matières, emploi du temps, profs, uniforme ?)</i> <i>Quels sont tes projets pour le futur ?</i>	<i>To think about and discuss school, careers and future educational plans. To use the TL to describe school life and use school/education as a basis to continue giving opinions and to learn the future tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in the je, tu, il, elle, nous forms with a range of school verbs Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – future/conditional tense in the je, tu, il, elle forms using a range of school verbs	School Bag/Pencil Case items School Subjects + opinions The Time and describing a timetable Teachers – descriptions and opinions School Uniform and ideal uniform Future studies for options and college/6 th form Comparison of school system in UK to France/Spain	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>career paths – subjects needed for certain professions</i>	School Bag/Pencil Case items School Subjects + opinions The Time and describing a timetable Teachers – descriptions and opinions School Uniform and ideal uniform Future studies for options and college/6 th form Comparison of school system in UK to France	- <i>all forms of the future/conditional tense with a range of school verbs</i> - <i>TL vocabulary related to the French education system</i>
Links between Units: Build upon future and conditional tenses from year 9 unit 1 and continue to revisit opinions and details from previous units.								
Spring Term 3 & 4 January – March	Une vie saine (A healthy life)	<i>Comment être en bonne santé ?</i>	<i>To discuss and understand what a healthy lifestyle is and give advice about how to live healthily. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in the je, tu, il, elle, nous forms with a range of food and opinion verbs, verb + infinitive, il faut + infinitive Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – future/conditional tense in the je, tu, il, elle forms using a range of health verbs	Food and Drink – manger/boire + opinions How to be healthy + future intentions Bad Habits / Fast food Body Parts, j’ai mal, illnesses and il faut + advice Christmas Dinner – cultural differences	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Food and Drink – manger/boire + opinions How to be healthy + future intentions Bad Habits / Fast food Body Parts, j’ai mal, illnesses and il faut + advice Christmas Dinner – cultural differences	- <i>all forms of the present/future/conditional tense with a range of health verbs</i> - <i>TL vocabulary related to French Christmas dinner</i>
Links between Units: Use tenses, opinions and other details from previous units to increase descriptions.								
Summer Term 5 & 6 April – July	Le monde, les médias et les technologies (The world. media and technology)	<i>Qu’est-ce que c’est, le quatorze juillet ?</i> <i>Que penses-tu des médias et des nouvelles technologies ?</i>	<i>To understand about the French Revolution and the reason for Bastille Day celebrations. To discuss media and technology and use these topics to continue to give opinions and gain a better understanding of French media and technology.</i>	Understanding French / Spanish history and cultural events Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in all forms with a range of film/TV/technology and opinion verbs, verb + infinitive, il faut + infinitive Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – Past and future tense in all forms with a range of film / TV/ technology and opinion verbs	The French Revolution and Bastille Day Festival Competition prep and planning Films and TV programmes New Technology – gadgets and uses Music Differences between UK film/music and French film/music	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>jobs in the film/TV/music industry</i>	The French Revolution and Bastille Day Festival Competition prep and planning Films and TV programmes New Technology – gadgets and uses Music Differences between UK film/music and French film/music	- <i>TL vocabulary linked to Bastille Day</i> - <i>A range of different French-Speaking actors/musicians</i>

IMPACT – What do we want students to know at the end of Year 9?

By the end of year 9, students should have built upon their vocabulary and skills acquired in year 7 and 8 and have a sound knowledge of the new year 9 vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests, where they live, holiday destinations, education, healthy lifestyles and media and technology as well as understanding and responding to written and spoken texts on these subjects. They should also be able to understand grammar rules to form the past, present and future tenses and be able to apply these rules to new, previously unseen verbs. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained even more knowledge about the TL countries and some of their traditions.

LINKS – How does our curriculum link between the year groups?

Key Skills	Year 7	Year 8	Year 9	Years 10 & 11 (GCSE)
Vocabulary	Basic vocabulary linked to introductions and talking about yourself and family.	Building upon the basics from Year 7 to talk more about family then introduction to town and holidays vocabulary.	Using the vocabulary from year 7 and 8 in new situations/contexts plus an introduction to school, health and media vocabulary.	A wide range of vocabulary across 12 different topics including ones covered in KS3 just in more detail with a higher level of complexity.
Phonics	Introduction to the alphabet and phonics. Starting to predict the pronunciation of new words using knowledge of French phonics.	Building upon the phonics knowledge acquired in year 7 to become more accurate and more confident at pronouncing previously unseen words.	Pronunciation is good, even for new vocabulary – students can confidently and accurately say words they have never seen before using their phonics knowledge.	Students can say lengthier descriptions with much more accuracy and fluency. Pronunciation is good, even for new vocabulary – students can confidently and accurately say words they have never seen before using their phonics knowledge.
Grammar	Introduction to possessive adjectives mon/ma/mes/son/sa/ses, negatives, plurals and adjective agreement Basic present tense for a small number of verbs in the je, tu, il, elle forms. Introduction of opinion verbs and adjectives so students can start to give justified opinions.	Continuing to practice possessives, negatives, plurals and adjective agreements plus introduction to imperatives and on peut + infinitive Building upon the present tense with a larger variety of verbs in the je, tu, il, elle forms and introducing the ils, elles, nous forms for some verbs. Introduction of the past tense in the je, tu, il, elle, nous forms with a range of verbs. Build upon use of opinion verbs and adjectives so students can give justified opinions more frequently with a wider range of adjectives.	Continuing to practice possessives, negatives, plurals and adjective agreements, imperatives and use of on peut + infinitive to introduce other infinitive constructs such as il faut/il est important de. Building upon the present tense and past tense with a larger variety of verbs in the je, tu, il, elle forms and introducing the il, elles, nous forms for some verbs. Introduction of the future tense in the je, tu, il, elle, nous forms with a range of verbs. Build upon use of opinion verbs and adjectives so students can give justified opinions more frequently with a wider range of adjectives.	Continuing to use and practise all grammatical knowledge gained in KS3 in new topics/contexts. A wide range of grammatical skills acquired. A much wider range of verbs used for continued practice of the past, present and future tenses with all verb forms plus full introduction to the imperfect and conditional tenses.