

### TKS Curriculum Map: Modern Languages Year 7

Year 7	Introducing yourself and others.	Film and Festival.	Describing your personality and that of others.	Describing your family, friends, and pets.	School, subjects, and teachers. The school day.	Sports and leisure activities.
Overview	Students are introduced to basic classroom vocabulary to encourage use of the target language. They are taught key phrases to give basic information about themselves and others, including physical appearance.	Students are introduced to French/Spanish film, focusing on the characters. They are introduced to basic opinion phrases and combine these to create simple character studies. Students learn about The Day of the Dead/Halloween and learn about the way in which Christmas is celebrated in the country of the target language.	Students are introduced to a variety of adjectives which can be used to describe personality. They are encouraged to give opinions about celebrities using the phrases from the previous module and to use the adjectives learned to justify their opinions. Students are given the opportunity to produce longer phrases by using the connectives and, because, but, however and also.	Students are introduced to vocabulary for members of the family. Using previously acquired knowledge they are encouraged to describe their own family and use this knowledge to talk/write about their best friend. They will also revise/be introduced to vocabulary for domestic animals and reuse the knowledge they have acquired regarding the use of adjectives and opinions.	Students are introduced to the French/Spanish for the subjects they study at school. They expected to give opinions about these subjects using previously learned phrases and to justify these opinions with newly learned adjectives. Describing a person's appearance and character is revisited when students describe a teacher. The conjugation of the present tense of regular verbs is explained, enabling students to describe the activities they do at school. Telling the time is also introduced so that students can talk about the school day.	Students are introduced to the French/Spanish nouns for sports and leisure activities. They will revisit their knowledge of present tense verbs, in particular, the verbs to play and to do, but also verbs such as to read, to watch. Phrases of frequency will be introduced to enable students to add more detail to their work. Now, being well aware of the importance of opinions and justifications, students will be expected to explain which activities they like/dislike and why.
End Point	Students will be able to extract the main points from a spoken/written passage giving personal details. Students will be able to understand/give personal information and physical descriptions of themselves and others.	Students will be able to describe and give opinions about film characters using previously learned vocabulary. Students will be able to recognise vocabulary linked to festivals in France and Spain and to	Students will be able to understand a range of adjectives and use them accurately to describe their own personality and that of another person. <b>Challenge</b> – students will be able to speak/write about how they <b>used to be</b> .	Students will be able to explain who is in their family, who they live with and how many brothers and sisters they have. They will be able to give a detailed description of family members (Personal information, appearance, personality)	Students will be able to understand written and spoken information about school and extract the main facts. They will be able to explain which subjects/teachers they like and why.	Students will be able to extract the main facts and some details from a written/spoken passage about leisure time. They will be able to explain how they spend their spare time, using the verbs 'to play' and 'to do'.

		<p>give information in English.</p> <p><b>Challenge</b> – students will be able to use higher level opinion structures.</p>		<p>In addition, they will be able to write/speak about their best friend.</p> <p><b>Challenge</b> – students will be able to describe what their ideal friend <b>would be like</b>.</p> <p>They will be able to explain what kind of pet they <b>would like to have</b>.</p>	<p>They will also be able to describe their school day, explaining the activities they do during the day.</p>	<p>They will be able to give and justify opinions about sports and pastimes.</p> <p><b>Challenge</b> – students will be able to give more detail in their work such as when, how often and with whom.</p> <p>They may also be able to explain what they <b>would like to do</b>.</p>
<p>Knowledge and Skills</p>	<p>To be able to explain where you live, what languages you speak, your nationality, age and birthday.</p> <p>To be able to identify/give personal information about another person.</p> <p>To be able to identify/use numbers up to 31, months and dates.</p> <p>To be able to recognise/give details about physical appearance. (Hair and eyes)</p> <p>To be able to use the grammar covered accurately in their speaking/writing.</p>	<p>To be able to recognise/apply simple opinion phrases.</p> <p>To be able to give personal information about a person.</p> <p>To be able to describe a person's physical appearance (hair, eyes).</p>	<p>To be able to recognise adjectives.</p> <p>To be able to use adjectives accurately. (Agreement and position)</p> <p>To be able to describe your own personality.</p> <p>To be able to describe the personality of another person.</p> <p>To be able to compare yourself now with how you used to be.</p>	<p>To be able to recognise the French/Spanish for family members.</p> <p>To be able to name family members and say who you live with.</p> <p>To be able to explain what family members are like.</p> <p>To be able to explain how many brothers/sisters you have</p> <p>To be able to talk/write about friends and say how long you have known them.</p>	<p>To be able to give opinions of school subjects.</p> <p>To be able to justify your opinions.</p> <p>To be able to describe teachers.</p> <p>To be able to give and justify opinions about teachers.</p> <p>To be able to describe the school day.</p>	<p>To be able to recognise the vocabulary used to speak/write about leisure time.</p> <p>To be able to explain which sports you play/do.</p> <p>To be able to write/speak about other pastimes which are not sports.</p> <p>To be able to give and justify opinions about leisure activities.</p> <p>To be able to use phrases of frequency.</p>





### TKS Curriculum Map: Modern Languages Year 8

Year 8	Food and drink.	House, home, and region.	Cinema. Arranging to go out.	Television and music.	Clothes and fashion.	Holidays.
Overview	Students are introduced to vocabulary for food and drink. They are encouraged to explain what they eat at mealtimes and to express their likes and dislikes. They are given the opportunity to justify their opinions using adjectives. Vocabulary linked to recipes is introduced and the transactional skills required to order food is introduced.	Students are introduced to nouns and adjectives which they can use to describe their home and the town/village in which they live. A range of verbs is explored explaining what activities are available in a town. Using the conditional tense students are encouraged to explain what kind of facilities they would like. Students are provided with the necessary vocabulary so that they can ask the way and arrange to go out.	Students are introduced to vocabulary linked with film genres. They are expected to reuse opinion phrases to talk/write about films and adjectives to justify their opinions. Time phrase are introduced so that students can arrange, either verbally or in writing, an activity. Reading and listening activities will be explained to students so that they can approach tasks with confidence.	Students will be introduced to vocabulary which they can use to talk/write about television and music. Opinion phrases will be reused. Easter celebrations will be the cultural focus and students will be introduced to the Spanish/French traditions at this time of year.	Students will be introduced to vocabulary for items of clothing. They will revise the use of adjectives in order to be able to describe clothes and use previously learned phrases to give opinions and justifications. Weather phrase will also be revisited but linked with outfits to create longer, more complex sentences.	Students will revise countries and explore the vocabulary for holiday destinations and types of accommodation. The present and near future tenses will be revised as will weather phrases. Students will be introduced to the past tense so that they can describe a past holiday.
End Point	Students will be able to explain what they like/dislike eating and what they eat for certain meals. They will be able to use the language they have learned to order food/drink in a café/restaurant. They will be able to follow a recipe in the target language and cook the dish. <b>Challenge</b> – Students will be able to write a recipe in the target language.	Students will be able to give a detailed description of their house and town/village, using and opinions phrases and adjectives. They will be able to explain what they would like in their town. They will be able to hold conversations in which they can ask/give directions and arrange an activity with a friend. <b>Challenge</b> – Students will be able to describe their ideal town.	Students will be able to write/talk confidently about films which they like/dislike and give reasons for those opinions. They will be able to arrange to go to the cinema with a friend/friends, agreeing on such details as, type of film, day, meeting time and place.	Students will be able to explain when and what they watch on television and give opinions about different types of programmes. They will be able to write/talk about their music preferences. For the cultural element of this unit students will be able to explain how they celebrate Easter and be able to relate the traditions of the countries where the target language is spoken.	Students will be able to describe items of clothing accurately using a variety of adjectives. They will be able to explain their personal preferences and link appropriate items of clothing with activities and weather phrases. <b>Challenge</b> - Using the third person students will be able to prepare and deliver a fashion show commentary on an outfit.	Students will be able to describe holidays using at least two time frames. They will be able to give details about destination, accommodation, activities, and the weather. Using the conditional tense, students will be able to explain where they would like to spend a holiday. <b>Challenge</b> – Students will be able to produce an extended piece of writing on the topic of holidays, which uses 3 time frames.

<p>Knowledge and Skills</p>	<p>To be able to identify foods and drinks.          To be able to explain what you eat and drink at different mealtimes.          To be able to give opinions of food and drink and say what you can and cannot eat.          To be able to say where you like to eat out.          To be able to order food/drink in a café/restaurant.          To be able to use quantities and understand recipes.          To be able to identify numbers above 40          To be able to talk about food specialities and art.</p>	<p>To be able to recognise places in a town.          To be able to explain what places there are/are not in your village/town.          To be able to give an opinion about your town/ village.          To be able to justify your opinions.          To be able to use adjectives to describe a village/town.          To be able to explain what you can do at different places.          To be able to recognise directions.          To be able to ask for and give directions.          To be able to arrange to go out, activity, time and place.          To be able to identify and describe the location of places on a map.</p>	<p>To be able to recognise genres of films.          To be able to express opinions about films.          To be able to identify time phrases.          To be able to give accurate time phrases.          To be able to suggest meeting places.          To be able to suggest activities.          To be able to use reading and listening strategies.</p>	<p>To be able to recognise genres of music.          To be able to explain music preferences.          To be able to identify national events.          To be able to use leisure vocabulary in a different context.          To be able to recognise vocabulary linked with Easter.          To be able to write/talk about Easter.          To be able to identify types of television programmes.          To be able to express opinions about television programmes.</p>	<p>To be able to identify items of clothing.          To be able to describe clothes using adjectives accurately.          To be able to give an opinion about styles.          To be able to describe what you wear on different occasions.          To be able to recognise weather phases          To be able to describe the weather.</p>	<p>To be able to recognise holiday destinations.          To be able to recognise types of accommodation.          To be able to recognise weather phrases.          To be able to write/talk about usual holidays and preferred holidays.          To be able to explain which items you take on holiday.          To be able to describe your ideal holiday.          To be able to describe a past holiday, where you went and what you did          To be able to recognise key festivals.          To be able to talk/write about a festival/celebration.</p>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• The partitive: French: <i>du, de la, de l', des</i>; Spanish: <i>del, de la, de los, de las</i></li> <li>• Present tense of : French: <i>manger</i> and <i>boire</i> (1st/2nd/3rd person singular); Spanish: <i>comer</i> and <i>beber</i></li> <li>• Negatives: French: <i>ne ... pas, ne ... jamais</i>; Spanish: <i>ni...ni, nunca, jamás</i></li> </ul>	<ul style="list-style-type: none"> <li>• French: <i>Il y a un/une/des ... , il n'y a pas de/d' ...</i>; Spanish: <i>hay/ no hay</i></li> <li>• Adjectives that precede the noun</li> <li>• French: a <i>u/à la/à l'/aux</i> ('to the', 'at the'); Spanish: <i>a la/ al</i></li> <li>• The imperative</li> <li>• French: <i>vouloir</i> and <i>pouvoir</i> + infinitive; Spanish: <i>querer</i> and <i>poder</i> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• The present tense of the verbs: French: <i>pouvoir</i> and <i>vouloir</i> with an infinitive; Spanish: <i>poder</i> and <i>querer</i> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• Correct word order with verbs.</li> <li>• Present tense of verbs expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of regular -er verbs: French: <i>porter, jouer</i>; Spanish: <i>llevar, jugar</i></li> <li>• Position and agreement of adjectives.</li> <li>• Expressing opinions.</li> <li>• Possessive adjectives: French: <i>(mon/ma/mes, ton/ta/tes, son/sa/ses)</i>; Spanish:</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of: French: <i>choisir</i> and <i>finir</i>; Spanish <i>elegir</i> and <i>terminar</i></li> <li>• Present tense of: French: <i>prendre</i>; Spanish: <i>tomar</i></li> <li>• Near future (<i>je vais Prendre/ voy a tomar</i>)</li> <li>• French: <i>Je voudrais</i> and</li> </ul>

	<ul style="list-style-type: none"> <li>• French: u se of <i>de</i> after a negative</li> <li>• French: p <i>ouvoir</i> + infinitive; Spanish: <b>poder</b>+ infinitive</li> <li>• French: j <i>'aime/j'adore/je préfère/je déteste</i> + infinitive; Spanish: <b>amo/adoro/me gusta/me chifla/ prefiero/ odio/ detesto</b> + infinitive</li> <li>• French: j <i>e</i> <i>voudrais</i> + noun/infinitive; Spanish: <b>me gustaría/ quisiera</b> = infinitive</li> <li>• French: i <i>l faut</i> + infinitive; Spanish: <b>se puede/ se debe</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions: French: <i>en face/à côté/à droite/à gauche</i> + <i>du/de la/de l'/des ...</i>; Spanish: <i>detrás de/ a la derecha/a la izquierda/delante de/ en frente de</i></li> </ul>			<b>mi/mis/su/sus/tu/tus</b> <ul style="list-style-type: none"> <li>• Use of <i>quand</i> (French) or <i>cuando</i> (Spanish) to build longer sentences.</li> </ul>	<i>j'aimerais</i> + infinitive; Spanish: <b>me gustaría/ quisiera</b> + infinitive <ul style="list-style-type: none"> <li>• How to say 'in' + countries/cities: <i>en, au, aux, à</i>. <b>THIS DOES NOT APPLY TO SPANISH</b></li> <li>• Perfect tense with <i>avoir</i> (French) and <i>haber</i> (Spanish)</li> <li>• Perfect tense of <i>aller/ ir</i></li> <li>• <i>C'était .../era/ eran/había/habían</i></li> </ul>
Knowledge Organiser	KO8.1	KO8.2	KO8.3	KO8.4	KO8.6	KO8.6
Assessment	<b>Speaking</b> Roleplay and General Conversation	<b>Reading and Listening Assessment</b>	<b>Extended writing</b> 'My favourite film'	<b>Reading and Listening Assessment</b> Television	<b>Speaking</b> Photo card	<b>End of Year Assessment All skills</b>
Reading Opportunities	Reading activities Allez 1 Mini reader – Café suspendu French and Spanish magazines	Reading activities Allez 1 Mini reader – Le Blog de Camille French and Spanish magazines	Reading activities Allez 1 French and Spanish magazines	Reading activities Allez 1 French and Spanish magazines	Reading activities Allez 1 Min reader - Quizz tu es tendance? French and Spanish magazines	Reading activities Allez 1 Mini reader – Le géocaching French and Spanish magazines
Writing Opportunities	Shopping list. Menu Recipe	Tourist information poster. Article for Trip Advisor.	Film poster Text to a friend.	Email to a French/Spanish teenager.	Fashion show script.	Packing list Holiday postcard. Tourist poster. Description of a past holiday. Article on dream holiday.





### TKS Curriculum Map: Modern Languages Year 9

Year 9	Describing yourself, family, and friends	Future plans	Social media	Mobile technology	Cinema, television, and music	Weekend activities
Overview	Students will revisit vocabulary linked with family members and the verbs 'to have' and 'to be'. They will be introduced to a variety of adjectives used to describe personality and some more complex grammatical structures. The use of opinions and justifications will also be revised.	Students will be introduced to vocabulary linked to talking about future plans regarding relationships, marriage and children. They will revisit the formation of the near future tense and be introduced to the simple future tense.	Students will be introduced to nouns and verbs associated with social media and its uses. They will be encouraged to use opinion phrases previously learned and challenged to be able to identify the advantages and disadvantages of social media.	Students will be introduced to the vocabulary for different mobile devices and will be encouraged to practise the use of verbs from the previous unit. They will be given the opportunity to develop their language with more complex vocabulary so that they can explain the advantages and disadvantages of mobile technology.	Students will be introduced to different genres of music, film, and TV programmes. They will reuse opinion phrases and be encouraged to use justifications in their speaking and writing. Phrases of frequency will add more detail to their work and a revision of the present tense will ensure accuracy. Students understanding of question words will allow them to access all elements of the assessments written/spoken in the target language.	This unit will introduce students to the past tense so that they can understand and write and speak using 3 time frames. Vocabulary linked with leisure activities will be revisited as will opinion phrases.
End Point	Students will be able to describe, in detail, a member of their family or friend and be able to explain how they get on with that person.	Students will be able to explain their views on marriage and their plans for the future. (Relationships, Further education or work, children, and ambitions)	Students will be able to explain which social media applications they use and what they use those apps for. They will be able to recognise the advantages and disadvantages of social media and higher ability students will be able to explain these in the target language.	Students will be able to say which devices they own and explain what for what purpose they use them. They will be able to recognise the advantages and disadvantages of mobile technology and higher ability students will be able to explain these in the target language. Higher ability students will also be able to use a phrase using the subjunctive mood in their writing/speaking.	Students will be able to use the present tense accurately to describe their preferences regarding music, films, and TV. They will include detail in their writing and speaking. They will be able to understand a variety of question words and be able to form questions themselves.	Students will be able to write/speak about a range of leisure activities, using three time frames. They will include opinions and justifications and additional detail so as to develop the amount of information provided.

<p>Knowledge and Skills</p>	<p>To be able to identify members of the family.          To be able to describe yourself and members of your family.          To be able to identify common adjectives, used to describe personality.          To be able to use a range of adjectives.          To be able to talk about relationships with family and friends.          To be able to identify/give opinions and justifications for those opinions.          To be able to use the grammar covered accurately in writing and speaking.          To be able to identify a suitable strategy to learn vocabulary.          To be able to use cognates and near cognates to aid understanding.          To be able to recognise and ignore words which are not needed to understand.</p>	<p>To be able to identify vocabulary linked with marriage.          To be able to recognise the future tense.          To be able to talk/write about future marriage plans.          To be able to describe your ideal partner.          To be able to talk/write about plans for a family/career.          To be able to use the grammar covered accurately in writing and speaking.          To be able to answer unprepared questions.</p>	<p>To be able to recognise activities on social media.          To be able to use the present tense to explain your use of social media.          To be able to give an opinion about social media.          To be able to memorise key phrases.          To be able to develop coping strategies to deal with difficulties in communication.          (Rephrasing, gestures)          To be able to pronounce verb endings correctly.          To be able to identify the advantages and disadvantages of social media.</p>	<p>To be able to identify/name different devices.          To be able to identify/explain the advantages and disadvantages of mobile technology.          To be able to develop speaking and writing by adding extra information.          To be able to collect a bank of useful phrases.          To be able to use a subjunctive phrase.          To be able to recognise synonyms and antonyms.</p>	<p>To be able to recognise/name different genres of film, music, and television programmes.          To be able to explain what you like to watch/listen to.          To be able to produce more complex sentences by including opinions and justifications.          To be able to identify question words.          To be able to form questions in the target language.          To be able to use the present tense accurately.</p>	<p>To be able to talk/write about usual weekend activities.          To be able to describe what you did 'last weekend'.          To be able to recognise the past tense.          To be able to form the past tense accurately.          Students will be encouraged to improve communication in their writing and speaking by including information such as who with, what, when, where, and why.</p>
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**TKS Curriculum Map: Modern Languages Year 10**

Year 10	Sport	Food and eating out	World food and eating habits	Festivals and celebrations	Holidays and travel	Discovering France/Spain
Overview	Students will revisit the vocabulary for popular sports and familiar opinions phrases. They will be introduced to new sports and be encouraged to use subordinate clauses to make their writing and speaking more complex.	Students will revisit vocabulary for food and drink and will reuse opinion phrases and adjectives suitable for justifying these opinions. They will be introduced to the vocabulary required for transactional communication in a café/restaurant, including making a reservation, ordering and making a complaint.	Students will be introduced to a wider range of food vocabulary so that they can understand and give opinions about different world cuisines.	Students will be introduced to the key French/Spanish festivals and customs so that they can compare them to British traditions. They will use opinion phrases from previous topics to talk/write about their favourite celebration and explain how they celebrate.	In this topic students will revisit the vocabulary for countries, transport, and weather phrases. Tenses will be revised so that students have the knowledge to use three time phrases in their work.	Students will be given a wider range of holiday activities to use in their work. They will be introduced to different regions in France/Spain in order to develop their cultural and geographical awareness.
End Point	Students will be able to give a detailed written/spoken account of their leisure activities, including opinions and justifications and understand this information when they listen to/read the target language.	Students will be able to talk/write about their food and drink preferences and habits. They will be able to hold a conversation in a restaurant/café and successfully book a table, order a meal and, if necessary, make a complaint.	Students will be able to identify different cuisines and give an opinion on these.	Students will be able to give information about key French and Spanish festivals in English. They will be able to explain how they celebrate key festivals and which celebration is their favourite.	Students will be able to give a detailed written/spoken account of their normal holiday plans, future holiday plans and describe a past holiday.	Students will have a greater awareness of the country/countries where the target language is studied. When describing their own holidays they will be able to include a wider range of activities and include greater detail.

<p>Knowledge and Skills</p>	<p>To be able to recognise sports.          To be able to talk/write about sports you do.          To be able to read for detail.          To be able to give opinions about sports and justify those opinions.          To be able to discuss new sports.          To be able to talk about risks.          To be able to use the grammatical structures accurately.          To be able to read for detail.          To be able to use common patterns between French and English when reading          To be able to structure a debate</p>	<p>To be able to recognise foods and drinks.          To be able to identify meals.          To be able to give opinions about food.          To be able to order food/drinks in a café/restaurant.          To be able to listen for detail.          To be able to use the grammatical structures accurately.</p>	<p>To be able to discuss world food.          To be able to describe eating habits.          To be able to use the grammatical structures accurately.          To be able to translate into English.          To be able to use strategies to support translation</p>	<p>To be able to identify the main French/Spanish festivals.          To be able to talk/write about festivals.          To be able to describe your favourite celebration.          To be able to use mnemonics to support learning.          To be able to ask for help/support in the target language.          To be able to make use of social and cultural context when reading.          To be able to use the grammatical structures accurately.          To be able to use an alternative word to communicate.          To develop a knowledge of French/Spanish speaking countries.</p>	<p>To be able to recognise countries.          To be able to recognise forms of transport.          To be able to recognise types of accommodation.          To be able to recognise weather phrases.          To be able to describe a holiday.          To be able to use negative phrases to improve speaking/writing.          To be able to express opinions about different types of holidays.          To be able to use the grammatical structures accurately.          To be able to paraphrase.          To be able to add complexity to spoken and written language.</p>	<p>To be able to talk/write about holiday activities.          To be able to express opinions with intensifiers.          To be able to recognise cognates and near cognates when reading.          To be able to talk/write about different places in France/Spain.          To be able to use the grammatical structures accurately.          To be able to read for gist.</p>
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<p>Grammar</p>	<p>Using subordinating conjunctions</p> <p>French: jouer á and faire de Spanish: jugar al/ hacer la/el</p> <p>Developing sentences using : French: quand, lorsque and si Spanish: cuando, donde, si</p> <p>Opinion verbs</p> <p>Using the pronouns French: en and y Spanish: aquel/aquella/lo/la/los/las</p> <p>Emphatic pronouns</p>	<p>Quantities</p> <p>Adverbs of frequency</p> <p>Verb + infinitive</p> <p>The pronoun: French: en; Spanish: lo/la/los/las</p>	<p>Demonstrative pronouns French: celui / celle Spanish esta/estos/este/estos/aque/aquella/aquellos</p> <p>Using more complex negatives</p>	<p>French: revision of the perfect tense with être Spanish: revision of the preterite tense with verb ser/estar</p> <p>The rules of agreement in the perfect tense</p> <p>Imperfect tense with regular verbs</p> <p>Reflexive verbs in the perfect/preterite tense</p> <p>Using en, au / aux / à + countries and towns. This does not apply to Spanish.</p> <p>Using common expressions in the imperfect tense</p> <p>Indefinite articles</p> <p>Using the perfect infinitive Rules of agreement with the perfect infinitive</p> <p>The imperfect tense of common verbs</p> <p>Deciding between the perfect,</p>	<p>Using prepositions for countries and modes of transport</p> <p>Using negatives</p> <p>Sequencing words and phrases</p> <p>French: depuis + the present tense; Spanish: using después + present tense</p> <p>The pronoun y. This does not apply to Spanish</p> <p>Revision of using the imperfect, preterite and perfect tenses together</p> <p>French; après avoir / être + past participle Spanish : después de haber + past participle</p> <p>French and Spanish: venir de + infinitive</p>	<p>French: revision of the perfect tense with avoir Spanish: revision of the preterite tense with tener</p> <p>French: revision of the perfect tense with être Spanish revision of the preterite tense with verb ser/estar</p> <p>Revision of the imperfect/preterite tense of -er verbs</p> <p>Revision of the imperfect tense of avoir, être and faire Spanish: verbs tener, ser, hacer</p> <p>Using three-time frames past, present and future Revision of the imperfect tense</p>
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				preterite and imperfect tenses  Using the imperfect, preterite and perfect tenses together  Revision of the imperfect tense		
Knowledge Organiser	KO10.1	KO10.2	KO10.3	KO10.4	KO10.6	KO10.6
Assessment	<b>Writing assessment</b>	<b>Speaking Roleplay</b>	<b>Listening and reading assessment</b>	<b>Speaking Photo card</b>	<b>Writing assessment</b>	<b>Mock examinations All skills</b>
Reading Opportunities	Reading activities from textbook and magazines.	Reading activities from textbook and magazines.	Reading activities from textbook and magazines.	Reading activities from textbook and magazines.	Reading activities from textbook and magazines.	Reading activities from textbook and magazines.
Writing Opportunities	A poster for a leisure centre An article for a leisure magazine A reply to an email about sports <b>Challenge</b> – An article on extreme sports	A shopping list A menu A restaurant review An account of a recent visit to a restaurant		An invitation to a celebration A short article/blog about celebrations A letter to a friend about a festival attended.	A postcard An account of a past holiday <b>Challenge</b> - An account of a disastrous holiday	A tourist information leaflet An itinerary for a visit to a French/Spain town/city
Vocabulary Focus	Sports Opinions Adjectives Tim and frequency phrases Extreme sports	Food Day of the Dead Drinks Christmas Restaurant/Café Opinions	Cuisines of the world	Easter Christmas Birthdays Music festivals	Countries Transport Accommodation Weather Problems	Holiday activities Tourist information
Culture	European Day of Languages La tomatina, Bilbao, Spain La Mama Negra- Ecuador, South America	Christmas in France and Spain. Day of the Dead.	La Chandeleur Festival France Los Reyes Magos Carnaval de Tenerife and Carnestoltes+ Día de la Sardina: two different approaches to Spanish Carnival, Spain	Easter in France and Spain. Nice Carnival Menton Lemon Festival Feria de abril en Sevilla Procesiones	Paris Fashion week French – May Day Dia de la Cruz and Corpus Christi, Granada	Bastille Day. La Fête de la Musique. Cannes Film Festival Inti Raymi- Perú, Inca's tribute to the Sun.



				de Semana santa + Moros y Cristiano Fallas de Valencia- Valencia, Spain		
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**TKS Curriculum Map: Modern Languages Year 11**

Year 11	My home, my village, and my region	Charity and voluntary work. Social issues	Education and future plans	Environmental issues	Revision Speaking examinations	
Overview	Students will revisit vocabulary for rooms in a house and be introduced to items of furniture so that they can describe their home. They will be introduced to phrases to explain what they do at home. Also previously learned vocabulary will enable students to describe their village/town and region. The conditional tense will be revised so that students can explain what their ideal home would be like.	Students will be introduced to French and Spanish charitable organisations and to vocabulary linked with Charities and the importance of charity work. They will be encouraged to explain what they do to help in society and what people should do to address issues such as poverty and homelessness. Inequality is also an issue which is a focus for study.	Students will be made aware of the education systems in France and Spain and be able to compare these to the English system. Previously learned vocabulary linked to school subjects and opinions on those subjects will be revisited and developed. New vocabulary will be introduced to enable students to describe their school in detail. Time will be revisited in order to explain the daily routine and school rules will be discussed. The future and conditional tenses will be reused to talk/write about future plans for study, work and ambitions and to describe their ideal school/teacher.	Students will be introduced to vocabulary which will enable them to identify both local and global environmental issues and discuss possible solutions.	All skills will be practised using a range of topics. Students will have the opportunity to complete 'mock' speaking examinations in preparation for the speaking examination. 'Walking, talking, mocks will be completed in lessons so that students receive immediate feedback on the progress they have made.	
End Point	Students will be able to understand longer spoken/written French/Spanish passages	An awareness of French and Spanish charities will allow students to understand vocabulary	Students will be able to understand vocabulary linked to this topic. They will be able to	Students will be able to identify vocabulary linked with local environmental problems such as	Frequent practice of all 4 skills and revisiting previously learned vocabulary and grammar	

	<p>on the topic of house and region. They will be able to write/speak confidently about where they live and give and justify opinions. Higher ability students will be able to describe their ideal home and where they would like to live in the future. They will be able to explain what they do to help at home, giving detail such as how often.</p>	<p>linked to this topic. They will be able to identify social issues and explain what they do/should do to help support people who are unemployed/homeless.</p>	<p>write/speak about aspects of their school, (subjects, teachers, timetable, and facilities) and future plans they have for further education, work and travel.</p>	<p>pollution and rubbish and wider issues such as global warming and deforestation. They will be able to talk/write about these issues and suggest ways of improving them .(recycling)</p>	<p>will give students greater confidence to tackle the formal GCSE examinations and support them in achieving their potential.</p>
<p>Knowledge and Skills</p>	<p>To be able to identify vocabulary for types of housing, rooms in a house items of furniture. To be able to describe your house and bedroom. To be able to explain what household chores you do and how regularly. To be able to give details about your village/town and the facilities available. To be able to recognise the conditional tense and use it to explain where you would like to live. To be able to use the grammar covered accurately when writing and speaking. To be able to use adjectives to enhance descriptions. To recognise key topic words in reading and</p>	<p>To be able to recognise French and Spanish charities and be able to explain in English the work that they do. To recognise key vocabulary linked to charity/voluntary work. To be able to identify vocabulary linked to social issues such as poverty, unemployment and homelessness. To be able to explain what you do/could do to support charities and help people. To be able to use the grammar covered accurately when writing and speaking. To be able to use a glossary/bi-lingual dictionary confidently and accurately. To be able to use verbal context when listening.</p>	<p>To be able to recognise school vocabulary such as subjects, school facilities and further education opportunities, To be able to give and justify opinions about subjects, teachers, rules and the facilities available. To be able to recognise the conditional and future tenses. To be able to use the conditional and future tenses to write/talk about plans after the examinations. To be able to write/talk about part time work. To be able to use the grammar covered accurately when writing and speaking. To be able to form longer/more complex sentences.</p>	<p>To be able to identify local environmental issues in the target language. To be able to suggest ways of improving the local environment. To be able to identify global environmental issues. To be able to suggest possible solutions to global issues. To be able to use the grammar covered accurately when writing and speaking. To be able to reuse known words and phrases. To be able to make use of social and cultural context when listening. To be able to tackle 'Positive, Negative or Positive/Negative' tasks with confidence.</p>	<p>To understand the expectations of each of the French/Spanish examination papers. To be able to use preparation time constructively.</p>

	<p>listening tasks. To be able to use verbs beginning with a vowel accurately. To be able to simplify/paraphrase.</p>	<p>To be able to justify answers. To be able to agree/disagree in a discussion. To be able to build longer sentences. To be able to deal with longer texts. To be able to use intensifiers. To be able to use questions to formulate answers.</p>	<p>To be able to describe physical properties To be able to use less common prepositions. To be able to ignore words which are not To be able to use exclamations. needed in listening texts. To be able to use more than one time frame in a sentence. To be aware of false friends when translating into <u>English</u>. To be able to use French idioms.</p>			
Grammar	<p>Revision of the position and agreement of adjectives.</p> <p>Plurals of nouns</p> <p>French: negative phrases followed by <i>de</i>. <i>This does not apply to Spanish</i></p> <p>Partitive articles</p> <p>French: <i>habiter</i> and <i>vivre</i>; <i>Spanish: habitar y vivir</i></p> <p>French: <i>c'est</i> and <i>il y a</i>; <i>Spanish: es and hay</i></p> <p>Demonstrative adjectives</p> <p>Prepositions</p> <p>The conditional of regular verbs</p>	<p>French: <i>vouloir</i> + infinitive; <i>Spanish: querer and desear</i> + infinitive</p> <p>Indefinite pronouns</p> <p>French: the conditional of <i>vouloir</i> and <i>aimer</i>; <i>Spanish: the conditional tense of querer y desear</i></p> <p>French: <i>en</i> + present participle; <i>Spanish: gerund forms of verbs in present continuous – ando/-iendo</i></p> <p>The imperative (French: <i>vous</i> form; <i>Spanish: tú, vosotros, usted, ustedes form</i>)</p> <p>The imperative (tu form)</p> <p>Verbs of possibility</p>	<p>Using adverbs</p> <p>Using <i>de</i> after quantities</p> <p>French: revision of using the perfect tense of regular –er verbs; <i>Spanish: revision of past tenses such as preterite, imperfect tense and perfect tense ER verbs</i></p> <p>Emphatic pronouns</p> <p>Adverbs of time and place</p> <p>Using the comparative of adverbs</p> <p>Superlative adverbs</p> <p>French: revision of using <i>pouvoir, vouloir</i> and <i>devoir</i>; <i>Spanish: revision</i></p>	<p>French: revision of <i>devoir</i> and <i>pouvoir</i> + infinitive; <i>Spanish: revision of deber and poder</i></p> <p>French: recognising <i>pouvoir, vouloir</i> and <i>devoir</i> in the conditional; <i>Spanish: recognising poder, querer and deber in conditional tense.</i></p> <p>Using <i>si</i> + present tense</p> <p><i>Si</i> clauses + present tense + future tense</p> <p>Recognising and using the pluperfect tense</p> <p>French: revision of <i>en</i> and <i>y</i>; <i>Spanish: revision of en</i></p>	Revision	

	<p>The conditional of irregular verbs</p> <p>Recognising possessive pronouns</p> <p>Revision of comparative and superlative adjectives</p>	<p>French: <i>permettre de + infinitive</i>; Spanish: <i>permitir + infinitive</i></p> <p>French: <i>vouloir que + subjunctive</i>; Spanish: <i>querer/ desear que + subjunctive</i></p> <p>French: using <i>ce que</i>; Spanish: using <i>lo/la cual/ que and los/las cuales/ que</i></p> <p>The subjunctive</p> <p>Present-tense forms of the subjunctive</p>	<p>of using <i>poder, querer and deber</i></p> <p>French: revision of <i>il faut</i>; Spanish: revision of <i>se debe</i></p> <p>French: using the pronouns <i>ce qui</i> and <i>ce que</i>; Spanish: using the pronouns <i>lo/la cual/que</i> and <i>los/las cuales/ que</i></p> <p>Using intensifiers</p> <p>Revision of <i>si</i> clauses in the present tense</p> <p><i>Si</i> clauses with the future tense</p> <p>Using verbs of liking and disliking</p> <p>Using verbs of liking and disliking in the conditional</p> <p>The passive voice in the present tense</p> <p>Revision of comparatives and superlatives</p> <p>French: revision of the perfect tense of <i>-ir</i> and <i>-re</i> verbs; Spanish: revision of preterite, imperfect and perfect tense of <i>-ar</i> and <i>-er/ ir</i> verbs</p>			
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Writing Opportunities	<p>A short paragraph explaining household chores</p> <p>Estate agent details for a house.</p> <p>A tourist information poster.</p> <p>A leaflet for a tourist information office.</p> <p>A letter to a twinning association describing a town/village</p> <p>A description of an ideal house.</p>	<p>A publicity leaflet for a French/Spanish charity.</p> <p>An article for a village magazine/town newspaper on how people can make a difference in the community.</p>	<p>An article for a French/Spanish school magazine</p> <p>A job advertisement.</p> <p>A letter applying for a job.</p> <p>A letter to a Year 6 pupil describing school.</p> <p>A list of school rules</p> <p>A blog describing a normal school day</p>	<p>A poster encouraging recycling</p> <p>A contribution to an internet forum discussing environmental issues and possible solutions</p>	Past writing paper questions.	
Vocabulary Focus	<p>Types of housing</p> <p>Rooms</p> <p>Furniture</p> <p>Household chores</p> <p>Attractions and facilities</p> <p>Compass points</p>	<p>Charities</p> <p>Social issues</p> <p>Verbs linked to actions to address issues. (to give, to help, to feed)</p>	<p>School subjects</p> <p>Adjectives to describe subjects, school building and teachers.</p> <p>Educational institutions</p> <p>Jobs</p> <p>Rules</p>	<p>Local environmental issues</p> <p>Global environmental issues</p> <p>Verbs linked with improving these situations. (to recycle, to reduce)</p>		
Culture	<p>European Day of Languages</p> <p>La tomatina, Bilbao, Spain</p> <p>La Mama Negra- Ecuador, South America</p>	<p>Christmas in France and Spain.</p> <p>Day of the Dead.</p>	<p>La Chandeleur Festival France</p> <p>Los Reyes Magos</p> <p>Carnaval de Tenerife and Carnestoltes+ Día de la Sardina: two different approaches to Spanish Carnival, Spain</p>	<p>Easter in France and Spain.</p> <p>Nice Carnival</p> <p>Menton Lemon Festival</p> <p>Feria de abril en Sevilla</p> <p>Procesiones de Semana santa + Moros y Cristiano</p> <p>Fallas de Valencia- Valencia, Spain</p>	<p>Paris Fashion week</p> <p>French – May Day</p> <p>Dia de la Cruz and Corpus Christi, Granada</p>	<p>Bastille Day.</p> <p>La Fête de la Musique.</p> <p>Cannes Film Festival</p> <p>Cannes Film Festival</p> <p>Inti Raymi- Perú, Inca's tribute to the Sun.</p>