

Key Stage 3 Curriculum - Modern Languages (French & Spanish)

Body of knowledge and skills to be mastered by the end of Year 7:

Body of knowledge	Language skills	Contexts
<ul style="list-style-type: none"> • Possessives • Intensifiers (very, quite, a bit) • High Frequency regular verbs (full paradigm) • There is/there are • Opinions and justifications with High Frequency adjectives • Linking words • Prepositions <p>Plus: Topic-specific vocabulary (see Contexts)</p>	<p>Conception of:</p> <ul style="list-style-type: none"> • Phonics • singular/plural determiners (a/the/some) • gender • paradigm of verbs • adjectival agreement and position • past/present and future tense <p>Formation of:</p> <ul style="list-style-type: none"> • Key verbs 'to have', 'to be', 'to go' • High Frequency Phrases + Infinitives e.g. voy a/je voudrais + infinitive • Negation 	<p>1 People (greetings, subject pronouns, the verb 'to be' and 'to have', family members, core adjectives, linking words, physical description, adjectival agreement, basic opinions). Assessment - listening</p> <p>2 Identity (Alphabet to spell names, places, where you live, numbers to give age, birthday, likes/dislikes/justifications, revisiting of previous context). Assessment - reading</p> <p>3 The Natural World (pets, colours, farm/wild animals, colours, environmental surroundings, weather, revise opinions/adjectives/justifications, revisiting of previous contexts). Assessment – speaking</p> <p>4 Education (subjects, opinions, time, comparisons, revisiting of previous contexts). Assessment - writing</p> <p>5 Life (uniform, rules, daily routines, revisiting of previous contexts). Assessment – End of Y7 Exam (reading, writing and grammar)</p> <p>6 Places (my town, countries, compass points, directions, nationalities, languages, music, typical cuisine, festivals, revisiting of previous contexts)</p>

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Body of knowledge and skills to be mastered by the end of Year 8

Grammar	Contexts
<p><i>Red denotes topics and vocabulary previously covered in Y7</i></p> <p>New to Y8</p> <ul style="list-style-type: none"> • present tense of regular, irregular and stem changing verbs • the preterite tense • the near future tense • direct object pronouns • comparatives and superlatives • prepositions • less common connectives (however, since, although, so, as etc) • adverbs of frequency • modal verbs • further dictionary practice 	<p>1 Rest and Relaxation (recap of descriptions – <i>physical and personality</i> of famous sports stars, <i>'to be' and 'to have'</i>, sports and free time activities, present tense (full paradigm of key verbs: to go, to do, to play), future plans using the near future tense (voy a), <i>with opinions, references to past and future using set phrases</i>, frequency phrases, relevant sporting events e.g.: Olympics). Assessment – speaking</p> <p>2 Holidays Past holidays using the preterite, <i>countries, destinations</i>, accommodation, <i>weather</i>, modes of transport, holiday activities, <i>opinions, justifications</i> Assessment – writing</p> <p>3 Pocket money and chores <i>Family, numbers</i>, direct object pronouns, rooms in house, items in bedroom, prepositions, typical tasks around the house, <i>daily routine, time phrases</i> Assessment – listening</p> <p>4 Eating and Drinking (national foods, <i>likes/dislikes/justifications</i>, restaurants, buying food, quantities, menus, eating out, ordering food, <i>time</i>, different meals in the day, <i>comparisons</i> with Britain and TL country, what we should/n't eat and drink Assessment - reading</p> <p>5 Shopping shops, <i>clothing, colours, descriptions, comparisons</i>, sizes, styles, types of material, weights and measures, prices, <i>numbers</i>, shopping trips – arranging to meet someone, excuses via modals, directions. Assessment – grammar and vocab</p> <p>6 Broadening your Horizons Film studies (Kirikou, Petit Nicolas, Spanish?), celebrations, fiestas, cultural insights, cultural and international events (World Cup, Olympics, events in the year like Mother's Day, Easter etc.)</p>
<p style="text-align: center;">Language Skills</p> <ul style="list-style-type: none"> • Regular learning of vocabulary • Use of dictionary to find meanings • Acting on feedback, oral and written • Recognition of phonetic patterns • Basic translation both into and from TL 	

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Body of knowledge and skills to be mastered by the end of Year 9

Grammar	Contexts
<p>See Grammar overview for what students should already have covered in Y7 and Y8.</p> <p>New to Y9:</p> <ul style="list-style-type: none"> • future tense • conditional tense • adverbs & adverbial phrases (here, now, already etc) • in order to • to have just done • to be about to do • impersonal verbs 	<p>RED = Has been covered in Y7/8</p> <p>1 Jobs and future plans – school subjects, education post-16, jobs, places of work, typical verbs and activities, future “will” and conditional with basic IF clauses. Assessment - Reading</p> <p>2 Film and TV – TV programmes and types of film, comparatives and superlatives, opinions and quantifiers, simple plot/character descriptions Assessment – Speaking (could run alongside watching a film end of term)</p> <p>3 Music and Technology – musical instruments, types of music, revision of present tense with regular verbs, adverbs of frequency, opinions etc., use of the internet with key verbs, “I have just...”, I am about to...” modern devices, activities, advantages and disadvantages of technology. Assessment – Writing</p> <p>4 Healthy Living – food and drink, key verbs with variety of negatives, opinions with foody adjectives, healthy activities (sleep, exercise etc.), modals to give advice, impersonal verbs, smoking and drinking and reasons why people do it. Assessment – Listening</p> <p>5 Relationships - family members, extended family and relationships (boyfriend, friend), adjectives (including married/divorced/separated), key verbs (e.g. to get on with, to argue), reflexive verbs, direct object pronouns, social plans for the future (future “will” and conditional) Assessment – Grammar</p> <p>6 Environment and Global issues – basic vocab for problems and solutions, impersonal verbs and modals, revision and combining of all three time frames, consolidation of grammar points throughout the year.</p>
Language Skills	
<ul style="list-style-type: none"> • vocab learning • dictionary skills • translation from TL and into TL • effective use of resources and 2 book system • checking own work • acting on feedback (written and oral) 	