



Modern Foreign Languages department curriculum intent

MFL purpose of study

At Settle College, the purpose of studying foreign languages is to provide students an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English, alongside learning how language can be manipulated and applied in different ways.

The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages, and supports the development of literacy skills in a pupil's own language.

The MFL department believe that a high-quality languages education will foster a pupil's curiosity and deepen their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers, both in speech and in writing. It also aims to provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Department curriculum intent:

The MFL curriculum at Settle College aims to ensure that all pupils:

- Become successful learners who enjoy learning, make progress and achieve
- Become confident individuals who are able to live safe, healthy and fulfilling lives
- Become responsible citizens who make a positive contribution to society
- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc. by allowing students to transfer skills from one classroom to another.

As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.



Curriculum mapping

Overall curriculum intent for year 7: By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of French culture.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 7 - French	Intent for the topic	<p>Topic covered: Introductions, personality, family members, likes and dislikes and pets</p> <p>Grammar covered: Using masculine and feminine nouns, using 1st and 3rd person. Adjective agreement.</p>	<p>Topics covered: Education, school system</p> <p>Grammar covered: Forming questions, 12hr clock, partitive articles, using 'we' conjugations.</p>	<p>Topics covered: Leisure/Free time activities</p> <p>Grammar covered: Regular -er verbs, using 'jouer à', using the verb 'faire', using 'aimer+infinitive'.</p>	<p>Topics covered: Where I live</p> <p>Grammar covered: Using 'il y a/ il n'y a pas de', learning the difference between tu and vous, definite articles, using 'je veux and on peut + infinitive'.</p>	<p>Topics covered: Holidays</p> <p>Grammar covered: Using nous, using reflexive verbs, near future and conditional tenses (using je voudrais).</p>	<p>Topics covered: Food and eating out Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.</p>
	Content mapping	Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Describe what subjects you like/dislike. Discuss differences between school life in France and UK. Give opinions on teachers and subjects and give reasons.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Using the past tense, students will be able to recall a past holiday.	Discover typical French/Spanish foods, practise ordering in a café using 'I would like'

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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 7 - Spanish	Intent for the topic	<p>Topic covered: Introductions, personality, family members, likes and dislikes and pets</p> <p>Grammar covered: Using masculine and feminine nouns, using 1st and 3rd person. Adjective agreement.</p>	<p>Topics covered: Free time activities, likes and dislikes</p> <p>Grammar covered: Giving opinions using 'me gusta + infinitive', using -ar verbs in the present tense, identifying irregular, using question words.</p>	<p>Topics covered: Education, school system</p> <p>Grammar covered: Using ar, er and ir verbs, using the correct denominations for 'some' and 'the', building on adjectival agreement.</p>	<p>Topics covered: Where I live/Family and friends</p> <p>Grammar covered: Using possessive adjectives, the verbs 'ser' and 'tener', using third person verbs and using a dictionary.</p>	<p>Topics covered: Where I live</p> <p>Grammar covered: Giving a description using there is and there are, using 'ir and querer', using the near future tense and using at least two tenses together.</p>	<p>Topics covered: Food and eating out Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.</p>



	Content mapping	Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describe what subjects you like/dislike. Discuss differences between school life in Spain and UK. Give opinions on teachers and subjects and give reasons.	Describing your family and their appearance and your house	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Discover typical French/Spanish foods, practise ordering in a café using 'I would like'
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Year 8 - French	Overall curriculum intent for year 8: By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of French culture.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	<p>Unit covered: TV/Film/ Books/Activities</p> <p>Grammar covered: Using the verbs avoir/être/aller and faire.. Looking at er,ir and re verbs, using the perfect tense.</p>	<p>Unit covered: Paris</p> <p>Grammar covered: Perfect tense (with être) and using regular/irregular verbs. Forming questions.</p>	<p>Unit covered: My identity</p> <p>Grammar covered Adjective agreement, reflexive verbs, agreeing/ disagreeing and giving reasons. Using the past, present and near future tenses.</p>	<p>Unit covered: Local Area</p> <p>Grammar covered: Comparative adjectives, prepositions, boire/prendre/il faut. Using 3 tenses together.</p>	<p>Unit covered: Talent</p> <p>Grammar covered: Using vouloir, pouvoir and devoir. Using the imperative and superlatives.</p>	<p>Unit covered: Project (World Geography and French speaking countries/ French revolution).</p> <p>Grammar covered: Past, present, future tenses. Adjective agreement.</p>
Content mapping	Talk about TV/Film interests and describing plots. Discussing reading habits and interests as well as other free time activities.	Learn about tourism in Paris. Discuss what you did on a trip there, where you visited, who you went with. Interviewing a suspect in the "Who stole the Mona Lisa?" mystery.	Talk about relationships and family. Discuss if you get on well or not. Talk about your personality, your music and fashion taste and introduce and discuss your passion.	Describe the area where you live and what your home life is like. Talk about meals and what food to buy. Describe an important event in your local area.	Discuss ambition and encourage and persuade others. Rehearse spoken French and show how much you can do with the language. Discuss talents and abilities.	Learn about the wider French speaking world and the French Revolution.	



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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 8 - Spanish	Intent for the topic	<p>Unit covered: Holidays</p> <p>Grammar covered: Using the preterite tense (ir/ser/regular - ar,-er,-ir verbs), expanding sentences with reasons and justifications.</p>	<p>Unit covered: Everything about my life</p> <p>Grammar covered: Revising the present tense, giving opinions, using comparatives and superlatives, using the present and preterite tenses together, using the 3rd person.</p>	<p>Unit covered: Food</p> <p>Grammar covered: Using negatives, using the near future tense, using tú/usted you forms, using 3 tenses together.</p>	<p>Unit covered: Free time and daily routine</p> <p>Grammar covered: Using the conditional tense, using querer and poder, using reflexive verbs, saying 'this/these'.</p>	<p>Unit covered: Summer (Camps/holiday activities/trips)</p> <p>Grammar covered: Using comparatives, using superlatives, using the imperative, using major and peor.</p>	<p>Unit covered: Project (World Geography and Spanish speaking countries/Civil war)</p> <p>Grammar covered: Past, present, future tenses. Adjective agreement.</p>
	Content mapping	Talk about a past holiday: say what you did, what it was like, who you went with and describe an amazing holiday.	Saying what you use your mobile phone for, describe and explain what type of music you like, talking about TV, discuss what you did yesterday.	Discuss what food you like and describe and compare meal times in Spain and UK, order a meal in a restaurant and complain/give praise to the staff, discuss what to buy at a party, describe a party.	Arrange to go out with friends, make excuses to refuse an invitation, discuss getting ready to go out and your daily routine, talking about clothes and describe fancy dress outfits, talk about sporting events.	Describe a holiday home and holiday activities, ask for and give directions, talk about summer camps in Spain, describe a world trip.	Learn about the wider Spanish speaking world and the Spanish Civil War.



Overall curriculum intent for year 9: Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 9 - French	Intent for the topic	<p>Unit covered: TV/Cinema/Sport</p> <p>Grammar covered: Revising key present tense verb forms, saying what you like/don't like doing aimer +infinitive, using reflexive verbs, using masculine and feminine nouns, adjective agreements, using perfect tense, the near future, perfect and imperfect tenses.</p>	<p>Unit covered: Where I live</p> <p>Grammar covered: Using the imperfect and present tense to express where you used to live and where you live now, using comparatives and superlatives "plus/moins", using "on peut/on pourrait" to include conditional tense and future tense. Using adjective agreements, possessive adjectives and three different tenses</p>	<p>Unit covered: Home and Environment</p> <p>Grammar covered: Using the conditional of modal verbs, using more negatives, using the present and the future tenses, using direct object pronouns in the perfect tense, using the passive.</p>	<p>Unit covered: Work and Education (School and part time jobs)</p> <p>Grammar covered: Using expression of time, referring to present, past, future and conditional, adjectives of colour, reflexive verbs in present and perfect.</p>	<p>Unit covered: Tourism</p> <p>Grammar covered: Using the verb "aller", talking about the weather in the past, present and future. Making holiday plans using future and conditional</p>	<p>Unit covered: Food and Drink</p> <p>Grammar covered: Using il faut/ il ne faut pas. Using conditional tense. When talking about food and drink using en (of it/ of them)</p>
	Content mapping	Talking about yourself and other people, talking about hobbies, describing sports, giving opinions about TV programmes or films and talking about new technology	Describing your house, talking about your own room, talking about the advantages and disadvantages of where you live, comparing where you used to live and where you live now	Discussing world issues, talking about problems in your area, discussing the environment, talking about environment projects, understanding new stories.	Talking about what you wear for school, talking about school, your school day, comparing schools in France and in England, talking about school rules and pressures.	Talking about holiday venues, talking about the weather, making holiday plans, talking about a specific holiday, describing a destination and eating out. Talking about past holidays	Talking about food and drink, talking about a healthy lifestyle, discussing addiction and other problems



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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 9 - Spanish	Intent for the topic	<p>Unit covered: Hobbies/ likes and dislikes/ Special day</p> <p>Grammar covered: Using the present tense including irregular verbs, using opinion verbs - complex structure me gusta(n)/ me mola(n)/ me chifla(n), using the near future tense, revising the preterit</p>	<p>Unit covered: The world of work/ your future</p> <p>Grammar covered: Using tener que +infinitive, using me gustaría (conditional) to say what job you would like to do/ near future tense/ using 3 tenses, using adjectives accurately (position/ agreement)</p>	<p>Unit covered: Lifestyle</p> <p>Grammar covered: Using direct object pronouns, using stem changing verbs, reflexive verbs, using se debe, no se debe, using the complex structure me duele(n).</p>	<p>Unit covered: World issues: children's rights, environment</p> <p>Grammar covered: Using the verb poder (+inf) using se debería, using the imperfect</p>	<p>Unit covered: Tourism</p> <p>Grammar covered: Using expressions with tener, using the superlative and comparative, using the simple future tense,</p>	<p>Unit covered: Celebrities and Famous places of the Spanish Speaking World</p> <p>Grammar covered: Using 3 tenses, using si clauses, Using complex structures (verb+ infinitive/ comparative/ superlative)</p>
	Content mapping	Talk about things you like, talk about your week (including your hobbies/ films), describe a special day in the past, talking about life as a celebrity	Describe what you have to do at work, say what job you would like to do, talk about your qualities, describe jobs and places of work, describe future plans and understand job adverts.	Talking about your diet, an active lifestyle, your daily routine, talking about getting fit, talking about ailments	Talking about children's rights, fair trade, talking about recycling, talking about how your town has changed,	Revising TV programmes and films, talking about hobbies and pocket money, describing sports and sporting events, talking about extreme sports, making arrangements to go out, writing reviews, talking about new technology.	Talk about life as a celebrity, celebrities and charity work, culture of Spanish speaking countries (project work)



Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about French culture as well as investigate current issues in the French speaking world.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Year 10 & 11 - French	Intent for the topic	<p>Topics covered: Identity and culture Family and friends Technology in everyday life.</p> <p>Grammar covered: Adjective agreement, using the verbs avoir/ être, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.</p>	<p>Topics covered: Identity and culture Free time activities. Customs and festivals.</p> <p>Grammar covered: Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (aller) and using two past tenses together.</p>	<p>Topics covered: Local, national and global areas of interest Where I live. Charity and voluntary work/healthy living</p> <p>Grammar covered: Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.</p>	<p>Topics covered: Local, national and global areas of interest. Environment/poverty and homelessness. Holidays and travel/regions of France.</p> <p>Grammar covered: Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that...+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.</p>	<p>Topics covered: Current and future study and employment. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions.</p> <p>Grammar covered: Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with avoir. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.</p>
	Content mapping	<p>Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.</p>	<p>Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about French local customs, learning about customs in the Francophone world.</p>	<p>Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from French speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.</p>	<p>Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a French region.</p>	<p>Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.</p>



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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Year 10 & 11 - Spanish	Intent for the topic	<p>Topics covered: Identity and culture Family and friends Technology in everyday life.</p> <p>Grammar covered: Adjective agreement, using the verbs ser/estar, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.</p>	<p>Topics covered: Identity and culture Free time activities. Customs and festivals.</p> <p>Grammar covered: Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (ir) and using two past tenses together.</p>	<p>Topics covered: Local, national and global areas of interest. Where I live. Charity and voluntary work/healthy living</p> <p>Grammar covered: Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.</p>	<p>Topics covered: Local, national and global areas of interest. Environment/poverty and homelessness. Holidays and travel/regions of Spain.</p> <p>Grammar covered: Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that...+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.</p>	<p>Topics covered: Current and future study and employment. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions.</p> <p>Grammar covered: Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with tener. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.</p>
	Content mapping	<p>Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.</p>	<p>Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about Spanish local customs, learning about customs in the Hispanic world.</p>	<p>Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from Spanish speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.</p>	<p>Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a Spanish region.</p>	<p>Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.</p>



Overall curriculum intent for year 12: Students study current affairs and ongoing events in the French speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also begin to look at literary texts such as poems and novels. Students build on the grammar covered throughout KS3 and KS4 to develop fluency and confidence in written and speaking skills.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 12 - French	Intent for the topic	<p>La famille en voie de changement</p> <p>Consider relationships between generations and discuss problems that can arise</p> <p><u>Grammar covered</u> : Regular and common irregular verbs in present tense</p> <p>Using 2 verbs together including verb + à and de</p> <p>Perfect Tense: avoir/ être/ reflexives</p>	<p>La « cyber-société »</p> <p><u>Grammar covered:</u> Negative forms of verbs in present tense</p> <p>Imperfect tense – how things used to be</p> <p>Pronouns: direct/ indirect object and disjunctive/ emphatic</p>	<p>Le rôle du bénévolat</p> <p><u>Grammar covered:</u> Connectives – temporal, and causal</p> <p>Conditional and si sentences (Imp / Cond)</p> <p>Future Tense</p>	<p>Une culture fière de son patrimoine culturel</p> <p><u>Grammar covered</u> : Adjective agreements, comparatives and superlatives</p> <p>Subjunctive: doubt, uncertainty, necessity</p> <p>Si sentences (Pres/ Future)</p>	<p>La musique francophone contemporaine</p> <p><u>Grammar covered</u> : Question forms and commands</p> <p>Subjunctive: possibility, verbs of wishing, emotional reaction</p> <p>Conditionals of modal verbs</p> <p>Introduction of “un Sac de billes”</p>	<p>Cinéma – le septième art</p> <p><u>Grammar covered</u> : Use of infinitive and infinitive structures</p> <p>Subjunctive: connectives followed by</p> <p>Si sentences (Pluperfect/ Past Conditional)</p>
	Content mapping	<p>Consider relationships between the generations and discuss problems that can arise.</p> <p>Describe and discuss trends in marriage and other forms of partnership.</p> <p>Consider and discuss the merits and problems of different family structures.</p>	<p>Consider the different users of digital technology and discuss possible future developments.</p> <p>Describe and discuss how technology has transformed everyday life.</p> <p>Consider and discuss the dangers of digital technology.</p>	<p>Consider the importance of volunteering work.</p>	<p>Consider the ways in which some of the country’s most famous heritage sites market themselves.</p> <p>Understand the notion of heritage and heritage preservation on a regional and national scale.</p>	<p>Consider the popularity of contemporary francophone music and its diversity of genre and style.</p> <p>Consider who listens to contemporary francophone music, how often and by what means.</p> <p>Consider and discuss the threats to contemporary francophone music and how it might be safeguarded.</p>	<p>Consider a variety of aspects of French cinema.</p> <p>Consider the major developments in the evolution of French cinema from its beginnings until the present day.</p> <p>Consider the continuing popularity of French cinema and film festivals.</p>



Overall curriculum intent for year 12: Students study current affairs and ongoing events in the Spanish speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also begin to look at literary texts such as poems and novels. Students build on the grammar covered throughout KS3 and KS4 to develop fluency and confidence in written and speaking skills.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 12 - Spanish	Intent for the topic	<p>Unit covered: Traditional and modern values.</p> <p>Grammar covered: Imperfect, imperfect continuous and preterite tenses, looking at cognates and accents and using nouns with corresponding verbs.</p>	<p>Unit covered: Cyberspace</p> <p>Grammar covered: Present, present continuous, future and conditional tenses. Using comparatives and superlatives. Looking at the difference between ser and estar.</p>	<p>Unit covered: Equality of the sexes.</p> <p>Grammar covered: Indefinite adjectives and pronouns, perfect and pluperfect tense, future perfect and conditional perfect tense.</p>	<p>Unit covered: Artistic culture in the Hispanic world. (1. The influence of idols)</p> <p>Grammar covered: Indirect object pronouns, using the passive voice, direct object pronouns.</p>	<p>Unit covered: Artistic culture in the Hispanic world (2. Regional identity in Spain)</p> <p>Grammar covered: Present subjunctive, perfect subjunctive, use numerals. Introduce La Casa de Bernarda Alba set text.</p>	<p>Unit covered: Cultural patrimony.</p> <p>Grammar covered: Using the subjunctive, demonstrative and possessive adjectives, imperatives. Complete study of La Casa de Bernarda Alba</p>
	Content mapping	<p>Describe the various types of Spanish family throughout the 21st Century and how they differ from the past.</p> <p>Understand trends in marriage and how traditional values differ.</p> <p>Understand the religious history of Spain and changes in the influence of the church.</p>	<p>Discuss the positive and/or negative influence of the internet/smartphones and consider the type of influence social networks have on society.</p>	<p>Discuss women in the world of work. Study the role of women at home.</p> <p>Discuss male chauvinism and the role of feminism.</p> <p>Understand and talk about LGBT rights.</p> <p>Discuss gay marriage in Spain and the Hispanic world.</p>	<p>Discuss the positive and/or negative influence singers and musicians have on people.</p> <p>Discuss the positive and/or negative influence TV and cinema stars have on society.</p> <p>Consider the influence fashion models have on young people.</p>	<p>Describe and discuss Spanish customs and traditions.</p> <p>Discuss similarities and differences in the gastronomy in Spain. Consider the languages spoken in Spain and the issues surrounding them.</p> <p>Look at the customs/traditions/social context of the text. Look at the audience and beliefs at the time.</p> <p>Read through the text together looking at themes, characterization, authors intentions, symbolism.</p>	<p>Understand civilisations that contributed to the cultural heritage of Spain. Discuss pre-Columbian heritage of Latin America. Discuss Spanish and Latin American artists and the role of architecture in Spain.</p> <p>Understand the diversity of Hispanic music and dance.</p> <p>Recap main themes of LCDBA and work through practise questions set by exam board.</p>



Overall curriculum intent for year 13: Students study current affairs and ongoing events in the French speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also analyse the thematic and visual impact of a film. Students begin to use emotive and reactive language to texts and video clips from the themes studied. Students can translate informative texts and summarise audio clips and written texts, focussing on the vital information given.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	<p>Topic covered: Multiculturalism in French speaking world – Racism</p> <p>Grammar covered: Nouns and adjectives, conditional and future tenses. Film study: La Haine</p>	<p>Topic covered: Multiculturalism in French speaking world: Integration and living together.</p> <p>Grammar covered: prepositions, pronouns and adverbs</p>	<p>Topic covered: How criminals are dealt with</p> <p>Grammar covered: Conditional tense</p>	<p>Topic covered: Aspects of political life: Young people of today, citizens of tomorrow.</p> <p>Grammar covered: present subjunctive, imperatives, perfect subjunctive.</p>	<p>Topic covered: Aspects of political life: Popular movements, strikes</p> <p>Grammar covered: using 'if' clauses, pluperfect subjunctive, using the passive voice.</p>	<p>Topic covered: Aspects of political life: Different political parties, immigration</p> <p>Grammar covered: past tense, imperfect subjunctive and using a sequence of tenses.</p>
Content mapping	<p>Describe and discuss racist and xenophobic attitudes in the French Speaking World. Look at measure to combat these and looking at different groups to support victims.</p> <p>Look at context, background and characterisation of film. Watch film scene by scene working through ZigZag book and booklet.</p>	<p>Understand and describe cultural integration of the French Speaking World. Describe issues surrounding the integration of cultures within the sphere of education. Difficulty for people to fit in (homelessness, groups to help disadvantaged people) Complete film study, working through exam board past questions and mark scheme. Students start their work on IRP.</p>	<p>Discuss the different ways to deal with criminals. Discuss alternatives to prison. Advantages and disadvantages of these alternatives and their impacts.</p>	<p>Discuss the importance of politics and understand why young people's attitudes are changing. Discuss how important politics is for young people and what they wish for. Discuss different levels of involvement from young people in politics.</p>	<p>Describe what unions are and their roles. Discuss the history around France and striking. Refer to "Mai 68" and more recently "Les Gilets Jaunes"</p>	<p>Discuss the positive and negative aspects of immigration. Learn more about immigration in the French speaking world. Look at illegal immigration. Look at different parties' views on immigration</p>

Year 13 - French



Overall curriculum intent for year 13: Students study current affairs and ongoing events in the Spanish speaking world. Students can analyse changes and data, looking at and interpreting informative texts such as news reports and documents. Students also analyse the thematic and visual impact of a film. Students begin to use emotive and reactive language to texts and video clips from the themes studied. Students can translate informative texts and summarise audio clips and written texts, focussing on the vital information given.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 13 - Spanish	Intent for the topic	<p>Topic covered: Multiculturalism in Hispanic society – immigration</p> <p>Grammar covered: present, imperfect and preterite tenses.</p>	<p>Topic covered: Multiculturalism in Hispanic society – Racism</p> <p>Grammar covered: Nouns and adjectives, conditional and future tenses.</p>	<p>Topic covered: Multiculturalism in Hispanic society: integration and living together.</p> <p>Grammar covered: prepositions, pronouns and adverbs</p>	<p>Topic covered: Aspects of political life: Young people of today, citizens of tomorrow.</p> <p>Grammar covered: present subjunctive, imperatives, perfect subjunctive.</p>	<p>Topic covered: Aspects of political life: Monarchies and Dictatorships.</p> <p>Grammar covered: preterite, imperfect subjunctive and using a sequence of tenses. Film study: Pan's Labyrinth</p>	<p>Topic covered: Aspects of political life: Popular movements</p> <p>Grammar covered: using 'if' clauses, pluperfect subjunctive, using the passive voice. Film study: Pan's labyrinth.</p>
	Content mapping	Discuss the positive and negative aspects of immigration. Learn more about immigration in the Spanish speaking world (SSW). Look at illegal immigration.	Describe and discuss racist and xenophobic attitudes in SSW. Look at measure to combat these and understand existing legislation, discussing possible new legislation.	Understand and describe cultural integration of the SSW. Describe issues surrounding the integration of cultures within the sphere of education. Describe the coexistence of various religions in the SSW.	Discuss the importance of politics and understand why young people's attitudes are changing. Discuss unemployment nowadays and the effect. Describe and discuss the type of society Hispanics want to live in.	Understand the impact of the civil war and life under Franco's dictatorship. Describe changes from monarchy and republic to dictatorship and describe the transition back. Look at dictatorships in Latin America (Panama, Chile and Argentina). Look at context, background and characterisation of film. Watch film scene by scene working through ZigZag book.	Consider and discuss how effective protests and strikes are. Discuss the power of trade unions. Consider the 15M movement in Spain and the Mother of the Plaza de Mayo in Argentina. Complete film study, working through exam board past questions and mark scheme. Re watching the film with the director's commentary.