

Modern Foreign Languages – French

Course overview

In French, we aim to develop students' linguistic abilities as well as cultural awareness through a variety of motivating teaching techniques and resources. Approximately each half term students will begin a new topic which encompasses a range of listening, reading, writing, grammar and spoken language skills.

For listening, students will regularly listen and work with native spoken recordings.

For reading, students will read and respond to a range of French texts, including adverts, stories and poems. They will be able to use a bilingual dictionary and be given opportunities to develop independent research skills using ICT.

For writing, students will develop their writing skills in the target language and will be assessed regularly through extended pieces of writing.

For speaking, students will be expected to include key grammar points and include a range of language and vocabulary.

For grammar, students will learn and be expected to include key grammatical concepts, and correctly include appropriate and new vocabulary covered in class.

Regular assessment of all five skills will take place within lessons and formal assessments will be carried out at the end of each term. We currently follow the Expo series of textbooks.

Year 7 - The topics covered include: being able to introduce yourself, learning the alphabet and numbers, days of the week, colours, family, pets, descriptions, where you live, activities you like to do, your daily routine, telling the time, your town, your school and leisure activities, sports and musical instruments. Throughout the year, pupils will also meet the following grammatical structures: the present tense of regular verbs, the present tense of avoir, être and faire (key verbs), reflexive verbs, adjectival agreements and the near future tense.

Year 8 – The topics covered include: talking about families and their jobs, where you live (countries), the weather, media, what you like to watch on television, clothes, invitations, food and restaurants, buying food in France, holidays, Francophone countries, new media.

Throughout the year, pupils will meet the following grammatical structures: the present tense of regular and irregular verbs, the use of 'il faut', giving opinions, the perfect (past) tense of regular and irregular verbs, the future tense, the comparative and superlative.

In Year 8 students build on the foundations established in Year 7, widening their vocabulary and developing grammatical structures, such as different tenses.

Year 9 - The topics covered include: your interests (TV, media and books), future plans and predictions, careers, health and fitness, famous French sporting events and sportspeople, holidays and hotels, the environment, working for an airline /airport (BA Flag Award).

Throughout the year, pupils build on prior grammatical understanding as well as meeting the following grammatical structures: the verbs avoir and être, using modal verbs, colloquialisms, imperatives, son/sa/ses, using the perfect tense to talk about others, the pronoun 'y', reflexive verbs, possessive adjectives.

The Year 9 French course provides a firm foundation for GCSE French and beyond.

Modern Foreign Languages – German

Course overview

In German, we aim to develop students' linguistic abilities as well as cultural awareness through a variety of motivating teaching techniques and resources. Approximately each half term students will begin a new topic which encompasses a range of listening, reading, writing, grammar and spoken language skills.

For listening, students will regularly listen and work with native spoken recordings.

For reading, students will read and respond to a range of German texts, including adverts, stories and poems. They will be able to use a bilingual dictionary and be given opportunities to develop independent research skills using ICT.

For writing, students will develop their writing skills in the target language and will be assessed regularly through extended pieces of writing.

For speaking, students will be expected to include key grammar points and include a range of language and vocabulary.

For grammar, students will learn and be expected to include key grammatical concepts, and correctly include appropriate and new vocabulary covered in class.

Regular assessment of all five skills will take place within lessons and formal assessments will be carried out at the end of each term. We will be following the new 'Stimmt' course.

Year 8 – Topics: being able to introduce yourself, learning the alphabet and numbers, days of the week, dates, colours, family, pets, descriptions, where you live, activities you like to do, telling the time, your school and leisure activities, your travel and holiday plans. Throughout the year, pupils will also meet the following grammatical structures: the present and future tenses; the key verbs 'haben' and 'sein'; word order in main and subordinate clauses; the indefinite, definite and possessive adjectives in the Nominative, Accusative and Dative Cases; how to ask questions; expressing opinions and preferences; using connectives effectively and accurately; selected modal verbs; adjectives after the noun.

Year 9 – Topics: talking about past holidays; media; food and drink; health and fitness; daily routine; festivals and celebrations; special events in the school year; going out.

Throughout the year, pupils will also meet the following grammatical structures: more extensive use of the present and future tenses; the perfect and imperfect past tenses; more modal verbs; the imperative; adjectives before the noun; more conjunctions.

The Year 9 German course provides a firm foundation for GCSE German and beyond.

Modern Foreign Languages – Spanish

Course overview

In Spanish we aim to develop students' linguistic abilities as well as cultural awareness through a variety of motivating and exciting teaching techniques and resources. Each half term students will begin a new topic which will encompass a range of listening, reading, writing, grammar and spoken language skills.

For listening, students will regularly listen and work with native spoken recordings. They will be immersed in the target language with their teacher during lesson time which will significantly develop their confidence and improve their ability to distinguish new sounds and pick out key information.

For reading, students will read and respond to a range of Spanish texts including stories and poems. They will be able to use a bilingual dictionary and be given opportunities to develop independent research skills using ICT. For writing, students will develop their writing skills in the target language and will be assessed regularly through extended pieces of writing.

For speaking, students will be expected to include key grammar points and include a range of language and vocabulary.

For grammar, students will learn and be expected to include key grammatical concepts, and correctly include appropriate and new vocabulary covered in class.

Regular assessment of all five skills will take place within lessons and formal assessments will be carried out at the end of each term.

Year 7

Topics: Myself; School; My Family; At Home; Free Time & My Town.

The Year 7 course is a varied curriculum introducing students to Spanish and enabling them to communicate effectively in the target language and to understand a range of authentic texts and dialogues.

Year 8

Topics: My Life; TV & Film; Holidays; Food & Drink; Fashion & Healthy Living.

In Year 8 students build on the foundations established in Year 7, widening their vocabulary and developing grammatical structures, such as different tenses.

Year 9

Topics: My Life; TV & Film; Holidays; Food & Drink; Fashion & Healthy Living.

The Year 9 Spanish course provides a firm foundation for GCSE Spanish and beyond.

Modern Foreign Languages Steps – Listening

Step	Competency
1	<ul style="list-style-type: none"> ▪ I can understand simple classroom language (e.g. hello, sit down, stand up, look, listen, write) ▪ I can understand single words and familiar sentences I hear ▪ I can understand and respond to a range of a familiar spoken words and short phrases ▪ I can recall key phonics, sounds and words and read them aloud with good pronunciation
2	<ul style="list-style-type: none"> ▪ I can readily understand and respond to classroom instructions ▪ I can understand a short passage or simple dialogue ▪ I can understand and respond to simple questions from the most recent topic area
3	<ul style="list-style-type: none"> ▪ I can obtain information from a variety of forms of spoken language ▪ I can write the words and sentences I hear in the target language from the topics I am studying ▪ I can recognise and write down words which are spelt in the target language
4	<ul style="list-style-type: none"> ▪ I can understand passages using language encountered in previous years ▪ I can understand longer passages containing some unfamiliar language ▪ I can understand passages using different tenses ▪ I can note short phrase answers in the Target Language with reasonable accuracy
5	<ul style="list-style-type: none"> ▪ I can understand longer dialogues in all KS3 topics ▪ I can guess the meaning of unknown words ▪ I can understand a range of opinions and reasons ▪ I can identify all three different tenses (past / present / future) ▪ I can take notes accurately in the target language

Modern Foreign Languages Steps – Speaking

Step	Competency
1	<ul style="list-style-type: none"> ▪ I can start and develop conversations using informal and formal address ▪ I can express and develop my ideas clearly ▪ I can speak clearly and confidently focusing on pronunciation and intonation ▪ I can ask and answer simple questions from memory ▪ I can reproduce prepared short phrases on a familiar topic with good pronunciation
2	<ul style="list-style-type: none"> ▪ I can use the target language in the classroom ▪ I can communicate in simple phrases and sentences, without support ▪ I can ask and answer simple questions ▪ My pronunciation is understandable
3	<ul style="list-style-type: none"> ▪ I can ask and answer questions using varied phrases from about three to four topics ▪ I can recognise and use formal and informal forms of address ▪ I can pronounce familiar language accurately. (Using phonics knowledge) ▪ I can give information using 2 time frames
4	<ul style="list-style-type: none"> ▪ I can express ideas independently, using learnt language ▪ I can ask questions confidently to extend conversations ▪ I can speak with some spontaneity to the teacher and my peers ▪ I can give and understand more developed responses, using creative language and more than 1 tense ▪ My pronunciation is consistently good when reading aloud, including unfamiliar language
5	<ul style="list-style-type: none"> ▪ I can ask questions confidently and spontaneously in all KS3 topics ▪ I can speak using three different tenses (minimum) ▪ I can speak in the correct register (formal/informal) ▪ I can speak confidently and accurately in all KS3 topics ▪ I can pronounce words correctly and use correct intonation with confidence

Modern Foreign Languages Steps – Reading

Step	Competency
1	<ul style="list-style-type: none"> ▪ I can read and understand a range of familiar written phrases ▪ I can provide an accurate translation into English ▪ I can find a noun (naming word, place or thing) and an adjective (describing word) in the dictionary ▪ I can use a word list to locate specific words ▪ I can use an online reference resource (dictionary or website) to check the spelling of a word
2	<ul style="list-style-type: none"> ▪ I can understand the main details of a simple text ▪ I can work out the meaning of new words from the context ▪ I can use a dictionary to check, and cross-check, meanings ▪ I understand that there may be more than one meaning for each word ▪ I understand that, in a dictionary, verbs are only found in the infinitive
3	<ul style="list-style-type: none"> ▪ I can understand texts of approximately 50 words containing language I am familiar with ▪ I can understand texts with 1-2 time frames (e.g. past/present) ▪ I can understand the gist of more challenging fiction and non-fiction texts ▪ I can use a dictionary to look up nouns, adjectives and verbs ▪ I can understand the need to change the infinitive depending on the time frame (past/present/future)
4	<ul style="list-style-type: none"> ▪ I can understand longer texts, which may contain some unpredictable elements ▪ I can work out the meaning of unfamiliar language from the context, and translate longer phrases ▪ I can select the most appropriate meaning to translate successfully ▪ I can understand a variety of fictional and non-fictional texts from authentic sources
5	<ul style="list-style-type: none"> ▪ I can read longer texts in all KS3 topics ▪ I can understand the meaning of unknown words ▪ I can use a dictionary to find the accurate word or translation ▪ I can understand a range of opinions and reasons ▪ I can understand texts in three different tenses

Modern Foreign Languages Steps – Writing

Step	Competency
1	<ul style="list-style-type: none"> ▪ I can write prose (a short paragraph) using a range of grammar and vocabulary from memory ▪ I can express my ideas and opinions ▪ I can translate individual words and short sentences in to the target language ▪ I can write simple words and several short phrases from memory with good spelling ▪ I can change one word in a sentence to change the meaning e.g. the colour, adjective or noun
2	<ul style="list-style-type: none"> ▪ I can use a model text to write my own sentences ▪ My spelling is mostly accurate ▪ I can use a dictionary to check spellings and gender ▪ I can write 1 or 2 sentences to express ideas & opinions ▪ I can translate short phrases into the target language
3	<ul style="list-style-type: none"> ▪ I can write at least one paragraph from memory using short sentences ▪ I can translate a short passage into the target language about the most recent topics ▪ I can express my own ideas and opinions with more detailed reasons
4	<ul style="list-style-type: none"> ▪ I can write several paragraphs from memory, using complex language & more than one time frame ▪ I can express my ideas and opinions using learnt and adapted language ▪ I can manipulate language structures to ask questions

5	<ul style="list-style-type: none"> ▪ I can write several paragraphs accurately from memory ▪ I can use my own language and grammatical structures in all KS3 topics ▪ I can translate a paragraph into the target language in all KS3 topics ▪ I can write creatively to express my own ideas and opinions ▪ I can write with accuracy in three different tenses
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Modern Foreign Languages Steps – Grammar

Step	Competency
1	<ul style="list-style-type: none"> ▪ I can use key verbs in the present tense ▪ I can use simple connectives (e.g. and, but) ▪ I can use numbers 1-100 ▪ I can recognise 1-10 verbs in the infinitive (dictionary) form
2	<ul style="list-style-type: none"> ▪ I can form simple sentences using verbs, nouns, articles & adjectives ▪ I can use simple negatives (e.g. I don't like) ▪ I can use more connectives (e.g. however, because) and some qualifiers (e.g. very, quite) ▪ I can use possessive adjectives (my, your) ▪ I can use the present tense of 10-20 verbs ▪ I can form the near future tense (I am going to...) ▪ I can ask questions spontaneously ▪ My grammar is mostly accurate
3	<ul style="list-style-type: none"> ▪ I can use simple negatives (e.g. I don't like) ▪ I can use simple connectives (e.g. and, but, because) ▪ I can use adverbs of frequency (e.g. often, sometimes, never) ▪ I can use time phrases (e.g. today, last weekend, next week) ▪ I can use possessive adjectives (e.g. my, your, his, her) ▪ I can form the near future in all forms (e.g. I am going, you are going, he is going etc...) ▪ I can recall and use 20-30 verbs (in the infinitive and 1st person 'I' form) ▪ I am becoming more confident in using the correct word order in simple sentences
4	<ul style="list-style-type: none"> ▪ I can use nouns & adjectives accurately ▪ I can use 40-60 regular and irregular verbs, including modals (e.g. I/You must, will, should, could, can) and reflexives in a variety of tenses ▪ I can use comparative (x is bigger / smaller than y) and superlative (e.g. the biggest / smallest) forms ▪ I can use a variety of negative forms ▪ I can form the imperative (a command e.g. Eat! Listen! Drink! Work!) ▪ I can use direct object pronouns (replaces the noun in a sentence), with support
5	<ul style="list-style-type: none"> ▪ I can identify and use tenses or other structures which convey the past, present and future ▪ I can use pronouns (e.g. I, me, he/she, this one, that one, these, those – words taking the place of a noun) and demonstrative adjectives (e.g. this, that, those) confidently ▪ I can use accurate grammar, spelling and punctuation ▪ I can research and recall 60-75 verbs with a high level of accuracy ▪ I can use a wide range of conjunctions, linking sentences

Latin

Course overview

The Year 8 Latin course takes pupils through the first 12 Stages of the Cambridge Latin Course which comprise book 1. This first book introduces pupils to the complexity of Latin grammar and starts them thinking in a very methodical and structured way. Pupils will, in addition, study a range of social and cultural aspects of the Roman world, including domestic life, the theatre, slavery and the eruption of Mount Vesuvius in AD 79.

The Year 9 Latin course takes pupils through book 2 of the Cambridge Latin Course, and into the first stages of book 3. Pupils are exposed to a range of more complex grammar, building on their existing knowledge and expanding their understanding of social and cultural aspects of the Roman world. This course takes pupils to Roman Alexandria and Britain which allows pupils to appreciate the diversity of the Roman Empire and its subsequent influences. Pupils will encounter a broader range of primary sources to inform them in their discovery.