



Modern Foreign Languages at The Hinckley School

<p><u>Curriculum Vision</u></p> <p>The Modern Foreign Languages Department holds high aspirations for all students to become citizens of the world, and to broaden their horizons through exposure to a different culture and language. Our curriculum is a 7-year learning journey in which we aim to:</p> <ul style="list-style-type: none"> • foster a love of learning and a love of languages through well planned lessons and a coherent curriculum. • challenge our students to think and speak like linguists. • help our students to develop an appreciation of a different culture and language through a range of activities that promote curiosity and confidence. <p>During their learning journey at The Hinckley School, students develop the four essential skills to successfully communicate in a language: reading, listening, writing and speaking. They work on a variety of topics, underpinned by key grammatical structures and the three time frames (present, past and future).</p> <p>The British Council says: “Speaking another language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to international experience and opportunity.” Languages increase employment opportunities in all sectors, as they have become a central tool for business, trade and competitiveness in the global market place.</p>	<p><u>Subject Intent</u></p> <p>“With languages, you are at home anywhere”</p> <p>Edward de Waal</p>
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Key Stage 3

Term	Year 7	Year 8	Year 9
Autumn 1	<p><u>Introducing yourself</u> Greetings, numbers, colours, months, animals, personality, family.</p>	<p><u>My holidays</u> Countries and transport. Expressing where you normally go on holiday, where you went last year and where you are going to go in the future.</p>	<p><u>This is us</u> Talking about your life: your week schedule, your birthday, other events.</p>
Autumn 2	<p><u>My activities</u> Your daily and weekly interests, opinions, sports and weather.</p>	<p><u>Technology and leisure</u> The use of electronic devices, your opinion on music and Tv programmes, your activities yesterday.</p>	<p><u>Jobs</u> Common professions, what you would like to do in the future, practising an interview.</p>
Spring 1	<p><u>My school</u> Your subjects, your likes and dislikes, describing my school, what you do at breaktime.</p>	<p><u>Environment</u> Common environmental issues around the world and solutions.</p>	<p><u>Free Time</u> Describing your spare time activities with higher connectives and higher opinions.</p>
Spring 2	<p><u>My city</u> Describing my house and my bedroom, describing my town.</p>	<p><u>Going out</u> Invitations, excuses, clothing and daily routine.</p>	<p><u>Health and lifestyle</u> Describing healthy and unhealthy habits, what to do to keep fit and daily routine.</p>



Summer 1	<u>My city</u> Activities in town, telling the time, ordering in a coffee shop.	<u>The wider world</u> Talking about a day trip abroad, describing a foreign city, holiday homes, useful sentences for travelling.	<u>My rights</u> Talking about my rights, recycling and fair trade.
Summer 2	<u>My future</u> Using the future tense to describe what you are going to do on the weekend. Using "I would like".	<u>Preparing for Y9</u> Practising the tenses, high frequency phrases, writing and speaking skills.	<u>Preparing for GCSE</u> Practising the tenses and the four skills: reading, writing, listening and speaking.
Endpoints	<ul style="list-style-type: none"> - Using the present tense to describe oneself. - Using the present tense to describe what you normally do and your interests. - Using the future tense to describe what you are going to do on the weekend. - Using opinions and basic connectives (and, but, also). 	<ul style="list-style-type: none"> - Using three tenses in descriptions and longer paragraphs. - Using more complex sentences that include time phrases, connectives and opinions. - Describing a variety of topics more in depth, talking not only about yourself but about how others feel and act. 	<ul style="list-style-type: none"> - Using four tenses in all skills and being able to use more than other pronouns. - Using higher order phrases and complex reasons. - Giving contrasting points of view in wider topics, such as leading a healthy lifestyle and human rights.



Key Stage 4: AQA GCSE SPANISH/FRENCH

Term	Year 10	Year 11
Autumn 1	<p><u>Me, my friends and family</u> Talking about friends, describing relationships with family, plans for the future.</p> <p><u>Technology in everyday life</u> Opinions on online messaging, the good and bad of social media, use and overuse of technology.</p>	<p><u>My studies and my school</u> Talking about my subjects and my school School rules, school uniform and the good and bad of school life.</p>
Autumn 2	<p><u>Free time activities</u> Interests, weekend plans, food and special meals, sports. Present, past and future tense.</p> <p><u>Customs and festivals</u> Learning about local traditions.</p>	<p><u>Current and future study and employment. Jobs and careers</u> Work or university, career choices, benefits of higher education, looking for a job, the ideal job.</p>
Spring 1	<p><u>Home, town, neighbourhood and area</u> Describing your house and your town, amenities in your area, advantaged and disadvantages of where you live.</p>	<p>Exam practice and skills Revision of Y10 topics</p>
Spring 2	<p><u>Social Issues</u> Charity and voluntary work, helping others, healthy and unhealthy lifestyle.</p>	
Summer 1	<p><u>Global Issues</u> Protecting the environment, environmental issues, homelessness and poverty.</p>	
Summer 2	<p><u>Travel and tourism</u> Holiday accommodation, activities, describing your region.</p>	
Assessment Objectives & Learning Aims	<p><u>Four papers:</u> Listening (25%), Reading (25%), Writing (25%), Speaking (25%). <u>Two tiers:</u> Foundation (grades 1-5), Higher (grades 3-9). <u>Learning aims:</u></p> <ul style="list-style-type: none"> - Understanding and responding to different types of spoken and written language. - Communicating and interacting effectively in speech and writing for a variety of purposes. 	