



This all- inclusive part of the curriculum has been designed to build on the firm foundations established in Year 7. It will enable students to broaden their appreciation of topic-specific vocabulary on a range of cross-curricular themes and develop a more refined linguistic knowledge. As they widen their cultural awareness they will build confidence in their capacity to manipulate the language into the three main tenses. They will develop their skills in analysis, comprehension, evaluation and communication whilst demonstrating a higher level of precision and detail. They will continue to improve their ability to critically appraise their own performance and the work of others in a respectful manner and identify strategies to move their learning forwards. This will continue to foster a love of language learning and a greater appreciation of their importance across the wider curriculum and the world at large.

<p><b>HALF TERM 1 Mi vida – My life</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to give information about themselves and others.</li> <li>• Nouns.</li> <li>• Articles.</li> <li>• Regular verbs in the present tense.</li> <li>• <i>Ser, estar and tener.</i></li> <li>• Numbers, ages and times.</li> <li>• Days, months and dates.</li> <li>• How to give opinions.</li> <li>• Likes and dislikes.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> through in-class monitoring, including peer and self-assessment, fortnightly knowledge/ vocabulary tests. <u>Summative</u> – Formal end of unit subject skills and assessments</p>	<p><b>HALF TERM 2 T'es branché? – Are you connected? (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• TV programme types, film and book genres</li> <li>• Use of negatives and interrogatives</li> <li>• Opinion phrases with justifications, intensifiers and connectives</li> <li>• The definite and indefinite articles</li> <li>• How to talk about use of social media</li> <li>• How to discuss weather dependent activities using 'on'</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>	<p><b>HALF TERM 3 Mi instituto - My school</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to talk about school subjects.</li> <li>• How to give more advanced and detailed opinions.</li> <li>• How to describe their timetable.</li> <li>• Regular -ar verbs in the present tense.</li> <li>• How to use exclamations with <i>¡Qué...!</i></li> <li>• How to tell the time.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> through in-class monitoring, including peer and self-assessment, fortnightly knowledge/ vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>
<p><b>HALF TERM 4 Paris je t'adore! – Paris I love you! (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Cultural visits to make in Paris (Using 'pouvoir')</li> <li>• How to say what you like/dislike doing</li> <li>• Transactional vocabulary for requesting information</li> <li>• How to say where you visited and what it was like</li> <li>• The perfect and imperfect tenses</li> <li>• How to use the perfect tense to describe a cultural event</li> <li>• The negative in the perfect tense</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments</p>	<p><b>HALF TERM 5 Mi Tiempo Libre (Viva 1 M2)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to say what they like</li> <li>• How to say what they do in their spare time</li> <li>• Use of 'AR' verbs in the present tense</li> <li>• How to talk about the weather</li> <li>• How to say which sports they do and play</li> </ul> <p><b>THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests.</li> <li>• <u>Summative</u> – Formal end of unit subject skills assessments</li> </ul>	<p><b>HALF TERM 6 Mon identité – My identity (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• More advanced personality traits and adjectival agreements</li> <li>• Possessive adjectives</li> <li>• How to talk about friendships</li> <li>• How to discuss musical preferences and reasons</li> <li>• How to describe clothes</li> <li>• The near immediate/near future</li> <li>• How to describe past events (with 'avoir' and 'être')</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>

**Embedding this knowledge can be supported at home by** encouraging students to watch/ listen to French video clips or TV programmes and music, asking the student to teach you the language as they are learning it, using websites recommended by your MFL Teacher (e.g. Quizlet, Memrise, Bon Patron, Forvo, Acapela, Languages on line, Kahoot etc.)

