

The MFL Curriculum

The MFL curriculum is mapped across five years and developed in conjunction with schools across the Redhill Academy Trust. We deliver schemes of work that are differentiated at a detailed level to ensure that we tailor all learning to pupil ability. There is an expectation that students will use their studied language routinely in lessons to develop fluency and confidence. In addition, students will build on prior knowledge whilst regularly revisiting key pronunciation and phonics. We have four key skills of listening, reading, writing and speaking, which are incorporated into each week and students are trained in how to learn new vocabulary. We aim to teach students the relevance of learning a new language, the importance of foreign languages in employment and society, and the origin of the many languages of the world. Students are exposed to languages in real situations and learn a range of vocabulary, which will be useful in necessary real-life situations. We encourage students to build on their language learning at home, and promote independent use of language-learning apps.

Extra-curricular

In MFL, we aim to run two residential trips abroad per year to France, Germany or Spain. These trips are available to all students and financial support is provided for Pupil Premium students. The trips allow students to experience the culture and language of their studied country. They can use their language in a real environment, experience travel and broaden their horizons beyond classroom learning. Within school, we offer extra-curricular homework help, intervention for those in need of making more progress, as well as a 'Mindful Mondays' enrichment activity for students who need an opportunity to unwind after school. We stay informed of university events and aim to give students the opportunity to explore language-learning opportunities beyond school.

Curriculum Intent

After 5 years of studying French, German or Spanish we intend that our learners:

Have the confidence, knowledge and skills to express themselves in their target language:

- Students are able to express their opinions on a variety of topical issues, giving a reason for their opinions
- Students are able to speak, write and understand the language in the past, present and future tenses
- Students possess the skills to manipulate grammar to adapt and be flexible in what they want to say and write

We aim for students to feel confident to speaking the language, both inside and outside of the classroom; we aim to foster a culture whereby students make and learn from mistakes, and learn from each other as much as they learn from us as teachers

Have high aspirations for their future and have experiences which broaden their cultural capital:

- Students are encouraged to discuss, listen to, speak and write about different viewpoints
- We pursue the cultural relevance of the languages, whilst promoting tolerance and diversity in all lessons
- We ensure that students know the heritage of the world's languages, why it is important that languages are different and why a country should maintain its language as a part of its culture
- Some students in Year 7 follow a Foundation Learning Pathway, ensuring that languages are accessible to all. We focus on learning a language through phonics and sounds, which has a beneficial impact on the reading ability of language learners
- We provide trips abroad each year and ensure that all students are given the opportunity to attend. The trips continue to thrive, building confidence of students to leave their home town, broaden their horizons and consider life in a different country
- We teach and learn about the future prospects of being able to speak a language, and explore where this opportunity may take our students in the future

We celebrate the success of students who have excelled in MFL and have a strong alumni of students who have studied beyond A Level – we share their stories and former students provide insight and advice for current students

Curriculum Implementation

We implement the intent of our curriculum through:

- Following a challenging curriculum; with a strong emphasis on building confidence through speaking from the outset
- Sharing our passion for learning languages and that they enjoy their language learning experience
- Providing stretch and challenge, as well as support for all abilities so that all students can access lesson content
- Providing timely intervention with a personal approach if a student is finding language learning difficult
- Encouraging all students to learn a language at GCSE but appreciate it is not the correct path for all. We tailor options advice, information and guidance surrounding the options process on an individual basis dependent upon each student's ability to cope with the demands of the GCSE course – we aim to strike an appropriate balance of students studying GCSE MFL and beyond
- Constantly striving to share good practice of MFL teaching and learning, both within our faculty and within the Trust; fostering an ethos of continual improvement

| Subject | French – Studio Accès & Studio 1 | | | Year Group: | 7 |
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| Unit/Topic | 1 – Basics (Studio Accès) | 2 About me (Studio 1) | 3 My School | 4 Free Time | 5 Local Area |
| Skills | Phonics and spelling patterns Using avoir for age Using negative sentences Adjective agreements and positions Making nouns plural Possessive adjectives | Using regular –er verbs with 'I, You, He/She' Using the verb 'avoir' Understanding adjective agreement (singular and plural) Using the present tense with I, you, he and she pronouns | Vowel sounds Asking questions Agreeing and disagreeing Using the 12 hour clock Using 'on' to say 'we' Using the partitive article | Using regular –er verbs Using 'jouer à' Using the verb 'faire' Using 'aimer' plus the infinitive Using 'ils' and 'elles' | Nasal diphthong sounds Using 'il ya a' and 'il n'y a pas de' Understanding when to use 'tu' and 'vous' Using 'à' plus the definite article Using 'je veux' and 'tu veux' plus the infinitive Using 'on peut' plus the infinitive |
| Knowledge | Greetings Saying age with numbers up to 21 Saying birthday Describing colours Talking about pets Talking about family | Talking about likes and dislikes Talking about your survival kit Describing yourself Talking about other people Describing a musician Introducing yourself in detail | Talking about school subjects Giving opinions with reasons Describing your timetable Describing your school day Talking about food Talking about school in French-speaking countries Talking about winter celebrations | Talking about computers and mobiles Talking about which sports you play Talking about activities Saying what you like doing Describing what other people do Talking about extreme sports | Talking about your town and village Understanding and giving directions Talking about where you go Asking someone to go somewhere Saying what you can do in town Learning facts about France |
| Recall/review from previous learning | Building on any primary knowledge and going over basics to level starting ability. | Revision of basics from Studio Accès | Revision of adjectives with qualifiers | Use of present tense verbs to say what you do and give opinions | Understanding an infinitive Use of different pronouns with a range of verbs |
| Assessment | Listening / Reading assessment Studio Accès (Units 1-8) Big Write 1 | Listening / Reading assessment module 1 Big Write 2 | Listening and reading assessment module 2 Big Write 3 | Listening and reading assessment module 3 Big Write 4 | Listening / Reading assessment module 4 Big Write 5 Speaking assessment |
| Cultural Capital, Equality, Diversity Inclusion | Describing people – include examples of a range of ages, genders and races Exploring differences between the lives of young people in France and England Travel – describe an area, talk about holidays, encourage aspiration to travel and be able to converse with people in a different language | | | | |

Literacy/Numeracy

Numeracy - Use of ordinal and cardinal numbers

Use of higher numbers to describe and understand prices

Literacy/Phonics:

- See weekly rotation of 2 sounds per week to be used as phonics focus in memory recall starters and lesson resources.
- 10 week sounds rotation.

| Subject | French – Studio 2 Vert | | Year Group: | 8 | | |
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| Unit/Topic | 1 Media | 2 Visiting Paris | 3 My Identity | 4 My Home | 5 Ambitions and Talent | |
| Skills | Using subject pronouns 'je, tu, il, elle' Using 'j'aime' 'j'adore' and je déteste' Using 'un, une and le la, les' Using the verb 'faire' Using 'on' to say 'we' | Using 'on peut' plus infinitive Using 'j'aime' plus the infinitive Using questions words Using the perfect tense of 'visiter' Using the perfect tense of –er verbs | Understanding adjectival agreement More practice with the pronoun 'on' Giving opinions Using the near future tense Using the perfect tense | Using 'j'habite' and 'je voudrais habiter' Using prepositions Using 'de, de la, de l' and des' Using 'il faut' plus the infinitive More practice with the near future | Using the infinitive Using 'devoir' and 'pouvoir' plus the infinitive Using the imperative Using more adjectives Using a variety of structures | |
| Knowledge | Talking about television programmes Talking about films Talking about reading and the internet Talking about what you do in different weather Talking about your favourite free-time activities | Saying what you can do in Paris Saying what you like doing Asking for tourist information Saying what you visited and what it was like Saying what you did Understanding information about tourist attractions | Talking about personality Talking about relationships Talking about music, clothes and what you did last weekend Talking about different regions in France | Saying where you would like to love Describing your home Talking about meals Discussing what food to buy Talking about a forthcoming event Discussing where you would like to live | Talking about talent and ambition Talking about what you must and can do Telling someone what to do Describing people's personalities Showing how much you can do with the French language Writing a profile of a music star | |
| Recall/review from previous learning | Revision of positive and negative opinion vocabulary | Revision of question words | More practice with the pronoun 'on' Revisit the perfect (past) tense | More practice with the near future tense | Using the infinitive | |
| Assessment | Listening / Reading assessment module 1 Big Write 1 | Listening and reading assessment module 2 Big Write 2 | Listening and reading assessment – module 3 Big Write 3 | Listening / Reading assessment module 3 Big Write 4 | Listening / Reading assessment module 5 Big Write 5 Speaking assessment | |
| Cultural Capital, Equality, Diversity Inclusion | Travel and transport vocabulary – discuss different cultures and traditions when travelling and what to expect, avoiding stereotypes Discussing identity – explore what this means and discuss the right to be accepted for who you are | | | | | |

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| | Describing people – include examples of a range of ages, genders and races |
| Literacy/Numeracy | Literacy/Phonics: See weekly rotation of 2 sounds per week to be used as phonics focus in memory recall starters and lesson resources. 10 week sounds rotation. |

| Subject | French – Studio 3 Vert | | Year Group: | 9 | |
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| Unit/Topic | 1 My social life | 2 Healthy Lifestyle | 3 Ambitions and Future Plans | 4 Travel and Holidays | 5 My Place in the World |
| Skills | Using the verbs 'avoir' and 'être' Using present tense verbs Using the verb 'aller' Using the perfect tense Using 'on' in the perfect tense | Using 'à' plus the definite article Using 'il faut' Using 'du, de la and des' Using the near future tense Using two tenses together | Using the near future tense Using 'on peut' More practice with common irregular verbs Asking questions Using masculine and feminine nouns | Asking questions using question words Using 'je voudrais' plus infinitive Using reflexive verbs Using perfect tense verbs | Using 'j'ai le droit de' plus the infinitive Using 'mon, ma, mes' Using 3 tenses together Using infinitive to mean '-ing' |
| Knowledge | Describing yourself Talking about Facebook Inviting someone out Describing a date Describing a music event Finding out about music festivals around the world | Learning the parts of the body Learning about sport Learning about healthy eating Making plans to get fit Describing levels of fitness Learning about French sportsmen and women | Discussing your future Talking about learning languages Talking about your job and what it entails Talking about your ambitions Discussing unusual jobs | Discussing holidays Imagining adventure holidays Talking about what you take with you on holiday Describing holiday disasters Visiting a tourist attractions Debating the idea of 'open school' in the holidays | Discussing what you are allowed to do Explaining what's important to you Talking about things you buy Describing what makes you happy Learning about human rights issues |
| Recall/review from previous learning | Revision of the present and perfect (past) tenses | Revision of the near future Revisiting food vocabulary | More practice with common irregular verbs | Practice with question words | Using 3 tenses together |
| Assessment | Listening and reading assessment – end of module 1 Big Write 1 | Listening and reading assessment – end of module 2 Big Write 2 | Listening and reading assessment – end of module 2 Big Write 3 | Listening and reading assessments – module 4 Big Write 4 | Y9 mock exams (listening, reading, writing) Speaking assessment |
| Cultural Capital, Equality, Diversity Inclusion | Describing people – include examples of a range of ages, races and genders Look at examples of inspirational French sportsmen and women Look at gender stereotypes with regards to job/careers and challenge these Look at Basic human rights and discuss the right to not be discriminated against Discuss role models and include a range of ages, genders and races | | | | |
| Literacy/Numeracy | Literacy/Phonics: See weekly rotation of 2 sounds per week to be used as phonics focus in memory recall starters and lesson resources. 10 week sounds rotation. | | | | |

| Subject | French – Studio GCSE Higher | | Year Group: | 10 | |
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| Unit/Topic | 1 Free Time | 2 Daily Routine and Celebrations | 3 Local Area | 4 Holidays and Travel | 5 Food and Drink Eating Out |
| Skills | Using 'depuis' plus the present tense Using the comparative More practice of the imperfect tense Using direct object pronouns (le, la, les) Using superlative adjectives | Using 'pouvoir and devoir' Using the pronoun 'en' Asking questions in the 'tu' and 'vous' forms Using 'venir de' plus the infinitive Using a combination of tenses | Using the pronoun 'y' Using negatives Asking questions using 'quel, quelle, quels, quelles' Using the future tense Using a combination of tenses together | Using the conditional Using reflexive verbs in the future tense Using 'avant de' plus the infinitive Using demonstrative pronouns and adjectives Using the pluperfect tense | Using 'en' plus the present participle Using the 'vous' form |
| Knowledge | Talking about sport Talking about your life online Talking about books and reading Talking about television programmes, actors and films | Describing your daily life Talking about food for special occasions Using polite language Describing family celebrations Describing festivals and traditions | Describing a region Talking about your town, region or district Discussing what to see and do Discussing plans and the weather Describing community projects | Talking about an ideal holiday Booking and reviewing hotels Talking about what you normally do on holiday Talking about holidays in the past, present and future Talking about travelling Buying souvenirs Talking about a problematic holiday | Ordering in a restaurant Talking about problems in a restaurant Saying what you have eaten and what it was like |
| Recall/review from previous learning | Revising sport and music Revising technology, films and TV More practice of the imperfect tense | Revisiting shopping and meals Discussing and shopping for clothes | Talking about where you live, weather and transport Describing a town and asking the way | Revision of travel and transport vocabulary | Giving opinions in the past tense |

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| Assessment | Mini mock – Listening and Reading assessments after each module Year 10 Exam – Foundation/Higher tier Listening, Reading and Writing assessments Speaking assessments – in class – role play, photo card and general conversation questions at the end of the year |
| Cultural Capital, Equality, Diversity Inclusion | Talking about a range of sportsmen and women Discussing festivals and traditions in different countries, including different religions Describing community projects and charity work Aspiring to travel abroad, and discussing different cultures and traditions |
| Literacy/Numeracy | Literacy – modal verbs, infinitives, word order, tenses, nouns and articles Numeracy – Compare prices of travel to different areas, as well as cost of amenities |

| Subject | French – Studio GCSE Higher | | Year Group: | 11 | | |
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| Unit/Topic | 1 School | 2 Work and Careers | 3 A Glimpse at the World | 4 Revision for the Speaking Exam | 5 Revision for the Listening and Reading Exams | 6 Revision for the Writing Exam |
| Skills | Using the pronouns 'il' and 'elle' Using the pronouns 'ils' and 'elles' Using 'il faut' and 'il est interdit de' Using the imperative Using the present and future tenses Using past, present and future time phrases | Using the comparative and the superlative Using the subjunctive Using direct object pronouns in the perfect tense Using verbs followed by 'à' or 'de' | Making connections between word types Using the modal verbs 'pouvoir' and 'devoir' in the conditional Using the passive Using indirect object pronouns Giving arguments for and against | Using conversational vocabulary in a role play situation Using verbs to describe action Using opinion phrases with a range of connectives Talking in at least 3 tenses on a range of topics | Translation from the target language into English Answering true, false or not in the text about a reading comprehension Answering multiple choice questions about a longer text, including literary texts Understanding spoken French and be able to answer a range of question types | Be able to write in the target language to describe a photo, and write 90-150 words about a range of topics including at least 3 tenses, a range of positive and negative opinions plus connectives and more complex phrases Translation into the target language |
| Knowledge | Talking about your school Comparing school in the UK and in French-speaking countries Discussing school rules Discussing healthy lifestyles Discussing vices Talking about a school exchange | Discussing career choices Talking about plans, hopes and wishes Applying for jobs Understanding case studies | Talking about what makes you tick Discussing problems facing the world Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events | Talking about what you can see in a photo, commenting on people, action location mood, weather and opinion Giving your opinion on a topic Understanding spontaneous questions | Understanding longer texts about all topics covered in Year 10 and 11 Understanding questions in the target language | Knowledge of at least 3 tenses Know a range of opinion phrases to give positive and negative opinions with reasons Know a range of adjectives with qualifiers and connectives |
| Recall/review from previous learning | Revising school subjects and talking about your timetable | Discussing jobs and work preferences | Using different pronouns | Using a range of tenses | Using question words | Describing photo vocabulary |

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| | | | | Using a range of connectives | | Using role play vocabulary |
| Assessment | Mini mock – Listening and Reading assessments after each module Year 11 Mock Exam - Foundation/Higher tier Listening, Reading and Writing assessments Mock Speaking assessments December – role play, photo card and general conversation questions | | | | | |
| Cultural Capital, Equality, Diversity Inclusion | Comparing school in the UK and in French-speaking countries Discussing plans and aspirational ambitions Discussing ethical shopping | | | | | |
| Literacy/Numeracy | Literacy – modal verbs, infinitives, word order, tenses, nouns and articles Numeracy – Compare prices of travel to different areas, as well as cost of amenities | | | | | |

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| Subject | French | | Year Group: | 12 | | | |
| | Changes in French-Speaking Society | | | Artistic Culture in the French-Speaking World | | | |
| Unit/Topic | 1 The Changing Role of Family | 2 Education | 3 The World of Work | 4 French Music | 5 The Digital World | 6 Festivals and Traditions | Literature – L'étranger – Albert Camus |
| Skills | Summarising information and extracting key points from listening passages Doing research and finding useful material online Using dictionaries Revision of present tense with regular and irregular verbs Revision of the future and immediate future tenses and interrogatives | Using techniques to better understand written French Learning techniques to memorise vocabulary Acquiring techniques to translate from French into English Acquiring techniques to answer questions in French Use the definite and indefinite articles Use the regular and irregular perfect tense Understand position and agreement of adjectives | Recognising and using comparative and superlative adjectives Recognising and using the imperfect and pluperfect tenses Using the passive voice and 'on' Learning how to summarise information Extending vocabulary through word families and the use of synonyms Improving reading techniques in preparation for the exams | Using reflexive verbs Recognising and understanding the past historic of regular and common irregular verbs Understanding inversion of subject and verb after adverbs Using listening techniques Translating from English into French Listening to French native speakers | Using present and past participles Using the negative form Recognising and understanding the past historic of irregular verbs Using techniques for speaking fluently in French and pronouncing words well Comparing contrasting viewpoints and giving your own opinion Developing arguments from different angles | Using the imperative Using 'when' followed by the future tense or the conditional Using the present subjunctive Using adverbs Creating more interesting sentences Acquiring revision techniques Acquiring listening techniques for the exam Learning and using more sophisticated language | Book analysis Writing to analyse Larger writing project Multiple tenses Opinions Essay writing skills |

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| | | Using pronouns including direct and indirect objects | | | | | |
| Knowledge | Discuss how the structure of the family is changing, how the institute of marriage in changing relationships within the family | Using techniques to understand written French Learning techniques to memorise vocabulary Acquiring techniques to translate from French into English Acquiring techniques to answer questions in French | Discuss work-life balance and attitudes to work in France Discuss reasons why people strike, their rights and trade union intervention Discuss gender discrimination in the workplace | Discussing Francophone music Discussing the popular genre 'la chanson française' and Haitian music Discussing the influence of Francophone music | Discussing freedom of speech in francophone countries Discussing print and online media in francophone countries Discussing the effect of the media on politics and society in francophone countries | Discussing celebrations in francophone countries Learning more about French and francophone festivals Learning and customs and traditions in France and francophone countries | Knowledge of the book, themes and characters Knowledge of the author and his works |
| Recall/review from previous learning | Revision of present tense with regular and irregular verbs Revision of the future and immediate future tenses and interrogatives | Revision of translation technique | Revision of the comparative and superlative | Revision of translation technique | Revision of debate vocabulary and practice of this skill | Acquiring revision techniques | Essay writing skills Book analysis |
| Assessment | Y12 initial bridging exam – Listening, Reading and Translation Speaking Exam – Photo card under timed conditions Y12 end of year exams – Listening, Reading, Writing (timed essay) and speaking | | | | | | |
| Cultural Capital, Diversity and Inclusion | Discussing different types of families and marriages Challenging gender stereotypes Discuss work-life balance and attitudes to work in France | | | | | | |

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| | <p>Discuss reasons why people strike, their rights and trade union intervention</p> <p>Discuss gender discrimination in the workplace</p> <p>Discussing freedom of speech in francophone countries</p> <p>Exploring a range of different festivals and traditions celebrated in the Francophone countries</p> |
| Literacy/Numeracy | <p>Use of literary texts</p> <p>Revision of a range of tenses</p> <p>Numeracy – interpreting and understanding figures and statistics</p> <p>Understanding compound words</p> <p>Revision of word order</p> <p>Using the correct adjectival ending and understanding when an adjective needs an ending in French</p> <p>Recognising the subject and object in a sentence</p> <p>Essay writing skills, analysis and larger written texts</p> |

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| Subject | French | | Year Group: | 13 | | | |
| | Aspects of French-Speaking Society | | | The French Occupation and the Resistance | | | |
| Unit/Topic | 1 Immigration | 2 Integration | 3 The National Front | 4 The French Occupation | 5 Le regime de Vichy | 6 The French Resistance | Film – La haine – Mathieu Kassovitz |
| Skills | Using expressions of time – ‘depuis’ and ‘venir de’ Constructing sentences with mixed tenses Using direct and indirect speech Expressing proportions and statistics in written and spoken French Summarising a listening passage in French Dealing with unknown language | Using demonstrative pronouns and adjectives Using possessive pronouns and adjectives Acquiring a wider range of uses of the subjunctive Extracting and summarising information from a longer passage Researching an event or series of events Translating from French to English to give authentic English | Using comparative and superlative adjectives Using the passive with tenses other than the present Using indefinite adjectives and pronouns Using the perfect subjunctive Checking writing for an appropriate range of language and accuracy Weighing up opinions and drawing conclusions Adding variety to language Using a variety of complex grammatical structures | Inferring information from interviews or reports that you have heard Planning ongoing tasks to bring language up to A level standard Preparing for the oral exam Constructing phrases with the infinitive Constructing sentences with mixed tenses Using the present and imperfect forms of the subjunctive | Avoiding the use of adverbs Recognising the past historic form of irregular verbs Understanding how to use dependent and perfect infinitives Acquiring techniques for holding the audience’s attention while giving an oral presentation Adapting your register according to the task Recognising and using similes and metaphors | Using different past tenses with expressions of time Using prepositions Using interrogative adjectives and pronouns Noting key facts from a listening passage Planning and carrying out revision Translating from English into authentic French | Film analysis Writing to analyse Larger writing project Multiple tenses Opinions Essay writing skills |
| Knowledge | Discussing the origins of immigrants and their reasons for coming to France | Discussing the effects of immigration on local people | To discuss: The National Front The Rise of the FN The aims of the FN party leaders | Discussing: Life for the French under the Vichy regime | Discussing: Marshal Pétain and what life was like for the French | Discussing: The resistance movements in France | Knowledge of the film, themes, devices, characters |

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| | <p>Discussing the positive contribution of immigrants in France</p> <p>Discuss how immigrants enrich French culture</p> | <p>Discussing the challenges and benefits of immigration and multiculturalism</p> <p>Talking about issues surrounding multiculturalism in France</p> | <p>What the public think if the FN</p> | <p>The nature of anti-semitism in France under the occupation</p> <p>Life under the occupation and post-war reprisals</p> | <p>under the Vichy regime</p> <p>The National Revolution and the role propaganda played in it</p> <p>The impact of the policies of Vichy and the fate of Marshal Pétain</p> | <p>The role Jean Moulin and women played in the French resistance</p> <p>The Free French – who they were and how they supported General de Gaulle</p> | <p>and techniques</p> <p>Knowledge of the director and his works</p> |
| <p>Independent Research Project</p> | <p>Research an aspect of a French-speaking country</p> <p>Eg: Politics</p> <p>Sport</p> <p>Fashion industry</p> <p>Historical event</p> <p>Building</p> <p>Immigration in country</p> <p>Political figure / policy</p> <p>Musical performer</p> <p>Industry</p> <p>Region</p> <p>Gastronomy</p> <p>Majors news event</p> <p>Film / type of film</p> <p>Artist</p> <p>Tradition</p> <p>Culture</p> <p>Environment</p> <p>Religion</p> <p>Be able to speak about your findings and give a 2 minute speech followed by a 10 minute discussion in fluent spoken French</p> | | | | | | |
| <p>Recall/review from previous learning</p> | <p>Mainly new concepts in Y13 as these topics not covered before</p> <p>Revisited skills: preparing and giving a speech, responding to spoken stimulus, translation into English and into French</p> | | | | | | |

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| Assessment | <p>Year 13 mock exams:</p> <p>Paper 1 – Listening, reading and writing (translation and summary questions)</p> <p>Paper 2 – writing – 2 essays (book and film)</p> <p>Paper 3 – speaking – choice of 2 cards plus presentation and discussion of Independent Research Project</p> | |
| Cultural Capital, Equality, Diversity Inclusion | <p>Immigration, integration and racism – discussing the pros and cons of housing many migrants in a country</p> <p>Discussing the right to asylum and the benefits of living in a multicultural society</p> | |
| Literacy/Numeracy | <p>Numeracy – analysis of data and trends</p> <p>Revision of a variety of tenses</p> <p>Understanding the passive mood</p> | |