



Enrichment and Personal Development		Links to Careers in French	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>European Day of Languages enrichment activities</li> <li>Language creativity – poems, video clips and songs</li> <li>Comparing the UK school day to a school day in France</li> <li>Celebrations in France – Christmas, Bastille Day</li> <li>Literary texts – Le Petit Nicolas</li> <li>A virtual visit to Paris</li> <li>Disability</li> <li>All link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> </ul>	<b>Year 7</b>	<ul style="list-style-type: none"> <li>Pupils explore the concept of how learning a foreign language can help them understand their own language, bringing transferrable skills such as literacy and confidence in reading aloud.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>European Day of Languages enrichment activities</li> <li>Culture and festivals of France, including La Chandeleur</li> <li>Getting to know France – researching towns and cities</li> <li>Film Study – Les vacances du Petit Nicolas</li> <li>Visit to Food Sorcery, Manchester</li> <li>All link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> </ul>	<b>Year 8</b>	<ul style="list-style-type: none"> <li>Pupils explore the concept of how being a tolerant and understanding global citizen brings opportunity in our multi-cultural society.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>European Day of Languages enrichment activities</li> <li>Visit to UCLAN for language taster sessions</li> <li>Language learning through popular and contemporary songs and poems</li> <li>Respecting other peoples' beliefs and values</li> <li>Visit to Food Sorcery, Manchester</li> <li>All link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> <li>Social Issues: Healthy lifestyles and recognising what to do to be healthier - links to Personal Development topic 'Physical Health and Fitness'</li> <li>Social Issues: Staying safe online – links to Personal Development topic 'Media Literacy and Digital Resilience'</li> <li>Global issues: Environmental issues – plastic waste</li> <li>B Band GCSE Accreditation</li> </ul>	<b>Year 9</b>	<ul style="list-style-type: none"> <li>Pupils discuss how they earn money</li> <li>Pupils discuss their future plans for study and employment</li> <li>Pupils consider possible career options for French as they choose their GCSE options. For example, journalism, law, medicine, travel, teaching or interpreting.</li> <li>Pupils explore the concept through discussion and HE resources that learning a foreign language brings academic advantage in the world of employment.</li> <li>Pupils are invited to visit UCLAN to explore HE in MFL and enjoy language taster sessions</li> <li>All link to Personal Development topic 'Choices and Pathways'</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>European Day of Languages enrichment activities - link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> <li>Family and relationships - links to Personal Development topic 'Relationships'</li> <li>Social Issues: Healthy and unhealthy lifestyles, smoking, alcohol and drug abuse links to Personal Development topic 'Physical Health and Fitness'</li> <li>Comparing the UK school system to those abroad - link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> </ul>	<b>Year 10</b>	<ul style="list-style-type: none"> <li>Pupils consider their future language study options and visit local sixth form colleges (e.g. Runshaw college for A'Level masterclasses) - links to Personal Development topic 'Choices and Pathways'</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>European Day of Languages enrichment activities</li> <li>All link to Personal Development topic 'Citizenship – mutual respect and understanding'</li> <li>Extra-curricular GCSE booster sessions</li> <li>Global issues: poverty, homelessness, environmental issues and their solutions</li> <li>Social Issues: Staying safe online and recognising the dangers of online relationships - links to Personal Development topic 'Media Literacy and Digital Resilience'</li> <li>Marriage and Partnership - links to Personal Development topic 'Relationships'</li> <li>GCSE accreditation</li> </ul>	<b>Year 11</b>	<ul style="list-style-type: none"> <li>Pupils discuss (in the target language) in greater depth their future plans for study and employment - links to Personal Development topic 'Choices and Pathways'</li> </ul>

**Key areas of focus in this unit of work**



**Subject specific knowledge**



**Assessment (including both formative and summative)**



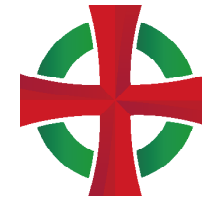
**Progression of learning**



## KS2 Transferable Skills

Develop confidence in oral spontaneity using familiar phrases  
 Explore patterns and sounds of language  
 Appreciate stories, songs, poems and rhymes in the target language  
 Understand basic grammar points and how these compare to English

# French Department Year 7 Curriculum Journey



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Return to School</b>	<b>In Class</b>	<b>My Free Time</b>	<b>Family Life</b>	<b>In Town</b>	<b>Special Occasions</b>
<ul style="list-style-type: none"> <li>Transition Vocabulary</li> <li>Describing Family</li> </ul>	<ul style="list-style-type: none"> <li>Describing personality</li> <li>School (subjects, routine and uniform)</li> </ul>	<ul style="list-style-type: none"> <li>Sports and hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Physical descriptions</li> <li>Describing where you live</li> </ul>	<ul style="list-style-type: none"> <li>Describing where you live</li> <li>Weekend activities</li> <li>A virtual visit to Paris</li> </ul>	<ul style="list-style-type: none"> <li>Plans for a special weekend</li> <li>Ordering food</li> <li>Writing a calligram poem</li> <li>French festival: Bastille Day</li> </ul>
Irregular Verb 1: AVOIR – to have  Phonics – un/une, Silent Final Consonant, feminine 'e' on adjective	Irregular Verb 2: ÊTRE – to be/Regular Present Tense Verbs - ER  Phonics – th	Irregular Verb 3: FAIRE – to do  Phonics – qu, tion	Consolidation of three irregular verbs and ER present tense regular verbs  Phonics – ill, y	Irregular Verb 4: ALLER – to go - The near future tense  Phonics – ai/er, ou, où	Using the present and future tenses together  Phonics – ain, ch
Summative – General Conversation	Summative – open book written task	Summative – Reading, Listening, Translation & Grammar		Summative – Reading, Listening, Translation & Grammar	
Pupils consolidate KS2 learning, ensuring they have mastered the basic knowledge of French, irrespective of language learnt at KS2	Pupils widen their range of vocabulary whilst developing spontaneity and confidence. Pupils begin their journey of phonics  Revisit Year 9 – Autumn 1 - Education	Pupils build on their knowledge and confidence of using regular and irregular verbs. The increased use of phonics develops sound pronunciation skills  Revisit Year 10 – Spring 1- Family & Relationships	Pupils build on their knowledge and confidence of using regular and irregular verbs. Pupils use these skills to talk about others as well as themselves  Revisit Year 8 – Spring 2 – The world is small	Pupils begin their journey of moving between tenses as the first tense (other than the present) is introduced. Pupils explore Paris and its attractions.  Revisit Year 7 Summer 2 – Special Occasions & Year 9 – Spring 2 – Where I live	Pupils develop spontaneity and confidence in using the present and future tenses together.

Year  
**8**



# French Department

## Year 8 Curriculum Journey



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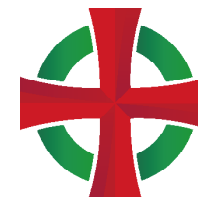
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>I Love Festivals</b>	<b>Leisure Activities</b>	<b>Holidays</b>	<b>The World is Small</b>	<b>My World and I</b>	<b>My World and I</b>
<ul style="list-style-type: none"> <li>Discussing festivals and a future trip to France</li> </ul>	<ul style="list-style-type: none"> <li>Talking about digital technology</li> <li>Television</li> <li>Discussing new year resolutions</li> </ul>	<ul style="list-style-type: none"> <li>Discussing holidays, saying what you have done</li> <li>Describing a visit to a theme park</li> <li>French festival: La Chandeleur</li> </ul>	<ul style="list-style-type: none"> <li>Describing where you live (home and region)</li> <li>Researching a francophone town/city</li> </ul>	<ul style="list-style-type: none"> <li>Describing birthday celebrations</li> <li>Describing plans which went wrong</li> </ul>	<ul style="list-style-type: none"> <li>Daily routine</li> <li>Illness and injury</li> <li>French film study – Les Vacances du Petit Nicolas</li> </ul>
<ul style="list-style-type: none"> <li>Regular Present Tense Verbs – IR, RE</li> <li>Consolidation of Present Tense ER verbs and the Near Future Tense</li> </ul> <p>Phonics – qu, ain, on</p>	<ul style="list-style-type: none"> <li>Forming and answering a range of questions</li> <li>Consolidation of using the present and future tenses together</li> </ul> <p>Phonics – ou, où, Silent Final Consonant, tion, qu, in, oi</p>	<ul style="list-style-type: none"> <li>Using the perfect (past) tense with regular and irregular ER verbs</li> </ul> <p>Phonics – é</p>	<ul style="list-style-type: none"> <li>Combining the present and perfect tenses</li> <li>Irregular verb 5</li> <li>Modal verb – pouvoir-present tense</li> </ul> <p>Phonics – eu, soft ‘g’, ch</p>	<ul style="list-style-type: none"> <li>Using negatives in the perfect tense</li> </ul> <p>Phonics – é, ch,</p>	<ul style="list-style-type: none"> <li>Reflexive verbs in the present tense</li> </ul> <p>Phonics – silent ‘h’, eil</p>
Summative – General Conversation	Summative – open book written task	Summative – Reading, Listening,	Pupils present their research	Summative – Multi-skill assessment	
<p>Pupils consolidate their knowledge of the present and future tenses. Pupils broaden their knowledge of France through exploration of its festivals and celebrations</p> <p>Revisit Year 10 – Autumn 2 – Theme 2 – Home, town, neighbourhood and region</p>	<p>Pupils consolidate their knowledge of the present and future tenses. Pupil fluency and spontaneity increase through oral work and deeper understanding of phonics and how it helps with pronunciation</p> <p>Revisit Year 9 – Spring 2 (A Band) Modern Technology &amp; Year 11 Spring 1 Theme 1 Social Media</p>	<p>Pupils progress linguistically by incorporating the perfect tense into their repertoire of skills. Pupils study the festival of La Chandeleur</p> <p>Revisit Year 11 – Autumn 1 Theme 2 Holidays and Tourism</p>	<p>Pupils broaden their knowledge of Francophone countries through a research task</p> <p>Revisit Year 10 – Autumn 2 – Theme 2 – Home, town, neighbourhood and region</p>	<p>Pupils have been introduced to the three time frames therefore allowing them to progress in line with their ability. They have a larger range of vocabulary and phonics work embeds confidence with spoken language.</p> <p>Revisit Year 11 – Autumn 1 Theme 2 Holidays and Tourism</p>	<p>Pupils complete the year with a French film study to broaden further their knowledge of France and to explore its culture</p> <p>Revisit Year 10 – Summer 2</p>

Year  
**9**



# French Department

## Year 9 (A Band) Curriculum Journey



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Do you like school</b>	<b>Jobs, work and future plans</b>	<b>In Good Health</b>	<b>Addicted to Technology</b>	<b>Protecting our Planet</b>	<b>Protecting our Planet</b>
<ul style="list-style-type: none"> <li>Education and school</li> <li>Saying what you did at school</li> <li>Authentic text – popular song</li> </ul>	<ul style="list-style-type: none"> <li>Talking about earning money</li> <li>Authentic text – popular song</li> <li>Future careers</li> </ul>	<ul style="list-style-type: none"> <li>Healthy eating and lifestyles</li> <li>Talking about resolutions to be healthier</li> </ul>	<ul style="list-style-type: none"> <li>Describing old and new technologies</li> <li>Pros, cons and dangers of new technologies</li> <li>Authentic text – popular song</li> </ul>	<ul style="list-style-type: none"> <li>Discussing plastic waste and the environment</li> <li>Discussing possible environmental solutions</li> </ul>	<ul style="list-style-type: none"> <li>Vegetarianism</li> <li>Discussing local environment actions and issues</li> <li>Authentic text – contemporary song</li> <li>Authentic poem</li> </ul>
<ul style="list-style-type: none"> <li>Recap and consolidation of the perfect tense with regular and irregular AVOIR verbs</li> <li>Introduction to the perfect tense with être verbs</li> </ul> <p>Phonics – oi, é</p>	<ul style="list-style-type: none"> <li>Irregular verb 6 - modal verb – devoir, + recap of pouvoir</li> <li>Introducing the simple future tense</li> </ul> <p>Phonics – eu, eur, ai</p>	<ul style="list-style-type: none"> <li>Consolidating the simple future tense</li> <li>Forming and answering questions</li> <li>Using impersonal structures</li> </ul> <p>Phonics – im, aim, eau</p>	<ul style="list-style-type: none"> <li>Adjectives, position and spelling</li> </ul> <p>Phonics – é, tion, im</p>	<ul style="list-style-type: none"> <li>Consolidation of the perfect tense (avoir/être/regular/irregular) verbs</li> <li>Using the present and perfect tenses together</li> <li>Using set phrases in the conditional tense</li> <li>Consolidation of impersonal structures</li> </ul> <p>Phonics – ç, soft 'g'</p>	<ul style="list-style-type: none"> <li>Recap of modal verbs and impersonal structures</li> </ul> <p>Phonics – oi, eau,</p>
Summative – Multi-skill assessment	Summative – open book written task	Summative – GCSE style 90 word written assessment		Summative – General Conversation	
<p>Pupils explore the topic of school and education, expressing detailed opinions whilst consolidating and extended knowledge of the perfect tense.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge. Pupils deepen their understanding on phonics and how this helps to read and pronounce French. Revisit Year 10 – Summer 2 Theme 3 – Life at school/college</p>	<p>Pupil fluency and spontaneity increase as the simple future tense is introduced. Pupils explore careers linked to MFL as the option process begins. Authentic texts are explored through the medium of song to broaden further their cultural knowledge. Revisit Year 11 – Spring 1 Theme 3 Education Post 16</p>	<p>Pupils build on previous learning to develop fluency in this topic. Authentic texts are explored through the medium of song to broaden further their cultural knowledge. Revisit Year 10 – Summer 1 Theme 2 Healthy/Unhealthy living</p>	<p>Pupils use their language skills to debate a point of view, developing spontaneity and fluency. Authentic texts are explored through the medium of song to broaden further their cultural knowledge. Revisit Year 11 – Spring 2 Theme 1 Social Media</p>	<p>Pupils use their knowledge to discuss real-life issues pertinent to the world around them. Authentic texts are explored through the medium of song to broaden further their cultural knowledge. Revisit Year 11 – Autumn 2 – Theme 2 Global Issues</p>	<p>Pupils use their knowledge to discuss real-life issues pertinent to the world around them. Authentic texts are explored through the medium of song and poetry to broaden further their cultural knowledge. Revisiting and consolidating prior learning leads to fluency, confidence and spontaneity, ready for pupils to start GCSE French fully prepared.</p> <p>Revisit Year 11 – Autumn 2 – Theme 2 Global Issues</p>

Year  
**10**



# French Department

## Year 9 (B Band) Curriculum Journey



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CATHOLIC HIGH SCHOOL



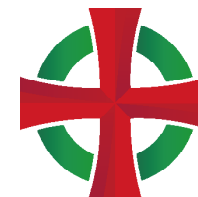
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Do you like school?</b>	<b>Jobs, work and future plans</b>	<b>Protecting our Planet</b>	<b>My Country</b>	<b>In Good Health</b>	<b>In Good Health</b>
<ul style="list-style-type: none"> <li>Education and school</li> <li>Saying what you did at school</li> <li>Authentic text – popular song</li> </ul>	<ul style="list-style-type: none"> <li>Jobs and future plans</li> <li>Discussing school rules</li> <li>Authentic text – popular song</li> </ul>	<ul style="list-style-type: none"> <li>Discussing plastic waste and the environment</li> <li>Discussing possible environmental solutions</li> <li>Discussing local environment actions and issues</li> </ul>	<ul style="list-style-type: none"> <li>Describing the area where you live</li> <li>Describing the weather</li> <li>Authentic text – contemporary song</li> </ul>	<ul style="list-style-type: none"> <li>Illness and injury</li> <li>Understanding absence notes</li> <li>Healthy eating and lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Vegetarianism</li> <li>Authentic text – contemporary song</li> </ul>
<ul style="list-style-type: none"> <li>Recap and consolidation of the perfect tense with regular and irregular AVOIR verbs</li> <li>Introduction to the perfect tense with être verbs</li> </ul> <p>Phonics – oi, é, th</p>	<ul style="list-style-type: none"> <li>Irregular verb 6 - modal verb – devoir, + recap of pouvoir</li> </ul> <p>Phonics – eu, ier, eux,</p>	<ul style="list-style-type: none"> <li>Consolidation of the perfect tense (avoir/être/regular/irregular) verbs</li> <li>Using the present and perfect tenses together</li> <li>Using set phrases in the conditional tense</li> <li>Introduction of impersonal structures – il faut</li> </ul> <p>Phonics – ç, soft 'g', eau</p>	<ul style="list-style-type: none"> <li>Using a wider range of adjectives</li> <li>Consolidating the near future tense</li> <li>Using two tenses together</li> </ul> <p>Phonics- gn, oi, eil</p>	<ul style="list-style-type: none"> <li>Recap of reflexive verbs</li> <li>Forming and answering questions</li> <li>Using impersonal structures</li> <li>Recap of the perfect tense</li> </ul> <p>Phonics- eu, aim, im, eau</p>	<ul style="list-style-type: none"> <li>Using a wider range of negative structures</li> <li>Forming an argument for or against</li> </ul> <p>Phonics- ien</p>
Summative FCSE Writing assessment (Translation)	Summative FCSE Speaking, Listening & Reading	Summative FCSE Writing assessment	Summative FCSE Speaking, Listening & Reading		Summative FCSE Speaking, Writing, Listening & Reading
<p>Pupils explore the topic of school and education, expressing detailed opinions whilst consolidating and extended knowledge of the perfect tense. Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Pupils deepen their understanding on phonics and how this helps to read and pronounce French.</p> <p>Pupils begin their portfolio of assessments ready for the FCSE qualification.</p> <p>Revisit Year 10 – Summer 2 Theme 3 – Life at school/college</p>	<p>Pupils complete their FCSE portfolios for Unit 2 Education and Future Plans.</p> <p>Pupils explore careers linked to MFL as the option process begins.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Revisit Year 11 – Spring 1 Theme 3 Education Post 16</p>	<p>The perfect tense is consolidated as pupils embark on the topic of environment and issues in the world around them.</p> <p>Pupils continue their portfolio of assessments ready for the FCSE qualification.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Revisit Year 11 – Autumn 2 Theme 2 Global Issues</p>	<p>Pupils complete their FCSE portfolios for Unit 7 Home and Local Area.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Revisit Year 10 – Autumn 2 Theme 2 – Home, town, neighbourhood and region</p>	<p>Pupils continue to build their portfolio of assessments ready for the FCSE qualification.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Revisit Year 10 – Summer 1 Theme 2 Healthy/Unhealthy living</p>	<p>Pupils use their language skills to debate a point of view, developing spontaneity and fluency.</p> <p>Authentic texts are explored through the medium of song to broaden further their cultural knowledge.</p> <p>Pupils complete their FCSE portfolios for Unit 5 Healthy Lifestyles.</p> <p>Revisiting and consolidating prior learning leads to fluency, confidence and spontaneity, ready for pupils to start GCSE French fully prepared.</p> <p>Revisit Year 10 – Summer 1 Theme 2 Healthy/Unhealthy living</p>

Year  
**10**



# French Department

## Year 10 Curriculum Journey



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme 1 - Relationships and Friends</b>	<b>Theme 2 - Home, Town, Neighbourhood and Region</b>	<b>Theme 1 - Free Time Activities</b>	<b>Theme 1 - Free Time Activities</b>	<b>Theme 2 - Healthy/Unhealthy Living</b>	<b>Theme 3 - My Studies</b>
<ul style="list-style-type: none"> <li>Relationships with others</li> <li>Discussing the modern day family</li> <li>Authentic text – popular song</li> </ul>	<ul style="list-style-type: none"> <li>Home, town, neighbourhood and region</li> <li>Describing your home and ideal home</li> <li>Discussing what tradition means to you</li> </ul>	<ul style="list-style-type: none"> <li>Discussing Christmas celebrations</li> <li>Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>Free-time activities</li> <li>Healthy/Unhealthy living – eating habits</li> </ul>	<ul style="list-style-type: none"> <li>Comparing old and new healthy/unhealthy lifestyle choices</li> <li>Describing health resolutions</li> <li>Discussing tobacco use and other vices</li> </ul>	<ul style="list-style-type: none"> <li>My studies</li> <li>Describing a day in school</li> <li>Comparing schools at home and abroad</li> <li>School rules/improving your school</li> </ul>
<ul style="list-style-type: none"> <li>Reflexive verbs present tense</li> </ul>	<ul style="list-style-type: none"> <li>The conditional tense</li> <li>Using a wider range of negative structures</li> <li>The perfect infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of the simple future tense (introduction for B Band pupils)</li> <li>Combining three times frames</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the imperfect tense</li> <li>Impersonal structures</li> </ul>	<ul style="list-style-type: none"> <li>Si clauses</li> <li>Using the imperfect and conditional tenses together</li> <li>Consolidation of the perfect tense</li> </ul>
Summative –Listening and Translation	Summative –Translation and GCSE style 90 word written question		Summative – GCSE style Role Play and General Conversation speaking examination		Summative – GCSE mock examination in listening, speaking, reading, writing
Pupils begin the GCSE course by widening their vocabulary on the topic of family and relationships, coupled with GCSE style questions and assessment.	Pupils are introduced to a new tense and explore the different style of questions on GCSE papers, particularly in the written skill.	Pupils build on fluency and further explore the different style of questions on GCSE papers, especially on the speaking skill.	Pupils attempt their first speaking exam drawing on the skill, technique and language previously taught.	Pupils are introduced to the last tense (the imperfect) which allows pupils to access the full range of GCSE marks and further build spontaneity, enabling them to compare present and past actions.	Pupils conclude the year with a full scale GCSE mock examination to assess their learning and to create an action plan for Year 11.

Year  
**11**



# French Department

## Year 11 Curriculum Journey



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Theme 2 - Holidays and Tourism</b>	<b>Theme 2 - Global Issues</b>	<b>Theme 3 - Jobs, Careers Choices and Ambitions</b>	<b>Theme 1 - Marriage Partnership</b>	
<ul style="list-style-type: none"> <li>Describing holiday preferences</li> <li>Describing holidays you have been on</li> <li>Holiday problems</li> <li>Booking and reviewing hotels</li> </ul>	<ul style="list-style-type: none"> <li>Social issues (homelessness, poverty)</li> <li>Inequality</li> <li>Volunteering</li> <li>Environmental issues and their solutions</li> </ul>	<ul style="list-style-type: none"> <li>Discussing future plans</li> <li>Discussing university and apprenticeships</li> <li>Discussing work preferences and career choices</li> </ul>	<ul style="list-style-type: none"> <li>Social media</li> <li>Discussing the pros and cons of mobile technology</li> <li>Marriage and partnership</li> </ul>	<ul style="list-style-type: none"> <li>Targeted revision</li> <li>Practice papers</li> </ul>
<ul style="list-style-type: none"> <li>Using the perfect and imperfect tenses together</li> <li>Using reflexive verbs in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the speaking examination</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of all tenses</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of all tenses</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of all tenses</li> </ul>
Summative –Speaking photo-card + 90 or 150 word written GCSE question	Summative –Mock GCSE Speaking examination	Summative –Mock GCSE Listening, Reading and Writing examinations	Summative –practice papers (formal and open book)	Summative – actual GCSE examinations
Pupils begin Year 11 by revisiting the perfect and imperfect tenses, learning how to combine them whilst describing a holiday.	Pupils explore the question styles of the speaking examination ready for their mock speaking examination in December. The topic areas allow pupils to discuss relevant social issues, pertinent to the modern world.	Pupils use the topic area to think about their future plans post-16. Tenses are consolidated as they undertake their final mock examinations.	Topic area allows pupils to discuss pertinent issues relevant to the modern world. Tenses are consolidated as the final GCSE exams approach.	Practice of previous GCSE papers allows pupils to adeptly tackle each style of exam question.

