

Programme of study for Year 9 MFL 2024-2025

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timing: From: Sept To: Oct	Other timing: From: Oct To: Dec	Other timing: From: Jan To: Feb	Other timing: From: Feb To: Apr	Other timing: From: Apr To: June	Other timing: From: June To: July
Topic / Big Question: World of media	Topic / Big Question: World of media	Topic / Big Question: Fashion	Topic / Big Question: Fashion	Topic / Big Question: Discovering the world	Topic / Big Question: Discovering the world
Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar	Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar	Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar	Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar	Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar	Skills (students should be able to do): Listening, speaking, reading, writing, translation, grammar
Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To be able to describe how new technologies and the internet are used ✓ To be able to describe your favourite TV programmes and find out about TV programmes in TL countries. 	Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To be able to discuss film preferences and find out about TL speaking films ✓ To describe musical genres and talk about your favourite music and band ✓ To learn about Christmas celebrations in the TL countries 	Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To be able to describe the clothes people wear in different situations ✓ To talk about celebrity culture and style ✓ To describe the clothes different celebrities wear 	Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To be able to use the simple future to describe what you will wear when going out ✓ To be able to talk about different shops in the high street and compare it to TL countries ✓ To learn about the Easter celebrations in TL countries 	Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To be able to greet people when arriving to a new country ✓ To learn how to purchase different typical Spanish souvenirs ✓ To research and discover new places of interest in TL's countries 	Key Learning Outcomes (students should know): <ul style="list-style-type: none"> ✓ To learn the simple future tense ✓ To be able to use the simple future to give an account of what you will visit in the future ✓ To give a narration of a day abroad using 3 tenses.
Autumn Term – centrally planned, standardised and teacher marked piece(s) of work		Spring Term – centrally planned, standardised and teacher marked piece(s) of work		Summer Term – centrally planned, standardised and teacher marked piece(s) of work	
Assessment 1: dictation task and writing					

		Assessment 2: reading comprehension and reading aloud with questions		Assessment 3: dictation and writing with translation	
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students begin by recapping the present tense to describe their use of new technologies and move on to describe leisure using a wider variety of tenses and grammatical structures. Students will express their opinions on current leisure preferences and learn about what other teenagers enjoy doing around TL countries, promoting inclusion and diversity.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students begin by recapping the present tense to describe their use of new technologies and move on to describe leisure using a wider variety of tenses and grammatical structures. Students will express their opinions on current leisure preferences and learn about what other teenagers enjoy doing around TL countries, promoting inclusion and diversity.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students will recycle some of the structures and vocabulary seen in in the previous sequence to discuss clothes and make choices on what to wear using the simple future tense. They will also be able to find out about clothing and celebrities from other countries, thus promoting cultural understanding.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students will be able to find out more about the capital city of Spain and will be able to learn new vocabulary that will support them when travelling abroad as they will learn how to greet different people, buy souvenirs, and describe the places that they visited and will visit. Students will be able to consolidate the use of a wide variety of linguistic structures.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students will be able to recap and consolidate vocabulary and structures learnt in KS3 but to a higher level as they will be introduced to the full conjugation of reflexive verbs as well as more complex concepts in the TL such as discussing the generational gap. They will continue to develop their mastery of using 3 tenses.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Students will be able to find out more about the capital city of Spain and will be able to learn new vocabulary that will support them when travelling abroad as they will learn how to greet different people, buy souvenirs, and describe the places that they visited and will visit. Students will be able to consolidate the use of a wide variety of linguistic structures.</p>
<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>	<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>	<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>	<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>	<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>	<p>Home – Learning:</p> <p>*Tasks from the home learning booklet and grammar tasks *Vocabulary learning for vocab test. *Grammar tasks to practise the topic’s grammar.</p> <p>Class teachers to set reading, listening, translation and other HL according to their classes’ needs and ability.</p>

					Revision for reading and listening summative assessments
Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar.	Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	Reading / High Quality Text: Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar
Numeracy: Recapping numbers Surveying and writing results	Numeracy: Recapping numbers Surveying and writing results	Numeracy: Recapping numbers Surveying and writing results	Numeracy: Recapping numbers Surveying and writing results	Numeracy: Recapping numbers Surveying and writing results	Numeracy: Recapping numbers Surveying and writing results
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): European day of languages Learning about cinema, TV and music Learning about celebrity culture Learning about Madrid					