

Long Term Plan

To learn about the French/Spanish speaking world and to hone and refine the skills developed in years 7 and 8 to communicate confidently about French/Spanish speaking culture.

Year 9: Modern Foreign Languages

		Learning Cycle	Key Concepts and Themes	Linguistic Development
	HT1	Culture	<ul style="list-style-type: none"> Significant French/ Spanish speakers across culture Significant historical figures from French/ Spanish history What makes someone historically significant? Who should we revere and why? 	<ul style="list-style-type: none"> The verbs to know, to understand, to develop, to create, to win, to become*, to be and to have in the 3rd person across tenses Depth and breadth of adjectives and quantifiers to enhance description Use of adverbial expression of time to make comparisons and predictions Comparatives and superlative to write/speak to persuade (intro) Use of the perfect tense to describe people's achievements and contributions to communities and history
	HT2			
	HT3	The environment and community	<ul style="list-style-type: none"> Regions across the French/ Spanish speaking world Socio-economic issues in different regions Environmental concerns around the world (introduction) Community action and improving communities 	<ul style="list-style-type: none"> Vocabulary structures such as too much, a lack, a problem, a concern, a worry to enhance descriptions Specific linguistic devices to detail socio-economic and environmental problems (pollution, litter, crime, gangs, traffic etc.) Use of the verbs to hire, improve, worsen, invest, add, attract, install, prioritise across tenses to discuss improvement over time Consistent use of time markers and adverbs to emphasis chronology and changes over time
	HT4			
	HT5	Education	<ul style="list-style-type: none"> Education in the country of study Analysing the differences between education in France/Spain and England The importance of a good education What makes a rounded education? 	<ul style="list-style-type: none"> Specific lexical knowledge linked to the country of study (e.g. redoublement, laïcité, filière, bac, brevet, conseil de classe) The verbs to study, learn, teach, develop, know, take (+ an exam), pass, fail, succeed across the 3 main tenses + simple future + conditional Comparative devices and structures to analyse the different systems, and evaluative language including idioms (e.g. it goes without saying, cost an arm and a leg, not be bothered, to have had enough)
	HT6	International Events	<ul style="list-style-type: none"> Major international events Analysing the benefits of major events to host cities/ countries Assessing the challenges in organisation and hosting Analysing the global impact of major international events. 	<ul style="list-style-type: none"> The structures to allow, give the chance to, help with/to, prevent, cause, worse, improve (ot help discuss the advantages and disadvantages) The verbs to attend, participate, experience, contribution, learn, develop, make and have* (including idiomatic expressions) across tenses and time frames Introduction of vocabulary linked to global problems – social and environmental

Skill Development	<ul style="list-style-type: none"> Consistent use of varied tenses – imperfect (with set verbs), perfect (Fr) and preterit (Sp), near and simple future, conditional (set verbs). Consistent development of opinions and descriptions, with balance in opinions (and evaluation) and depth and breadth of description in a variety of contexts. Use of wider knowledge of the world to enhance opinions and communication across all four literacy skills.
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