

Languages

A Bit About Us

We are very proud of the range of languages on offer at IVC. All of our KS3 students study French and Spanish or German with the opportunity to choose from French, Spanish, German, Latin or Japanese at KS4. Our expertise in languages gives our students an advantage and leads to further study as part of the IB where it is possible to study French, Spanish, German and Japanese.

We believe that communication is key to language learning and offer many opportunities to enrich the learning experience through engaging activities in lessons, extra-curricular events, as well as a wide range of visits and exchanges. Students at IVC develop their transferrable life skills in lessons, building up their resilience to challenge and their self-confidence.

Monolingualism is no longer an option in the modern world as everyone at IVC knows.

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French –

All students in Years 7 and 8 have 3 French lessons over two weeks. They are taught in sets using the Studio 1 followed by the Studio 2 textbooks (red book for higher sets, green book for lower sets). This is supplemented with many stretching and engaging ideas, in order to ensure that students consolidate the language they have learnt to say and understand in primary, whilst avoiding mere



repetition of their learning in KS2. This ensures that all learners can be successful regardless of their previous experiences with French.

Students opt which language to continue studying during Year 8 so that in Year 9 learning can focus on ensuring a solid grammatical base, whilst constantly broadening the learner's vocabulary. Students have six lessons over the fortnight in year 9 and 4 lessons in years 10 and 11. We use the Studio GCSE for Edexcel textbooks. In our teaching, we regularly refer to the wider world and learning language for real purposes. To this end, students are offered an exchange trip to France, as outlined below.

Year 8 and 9 Exchange to Tours France

This exciting exchange has been running successfully for over 20 years. Students from Years 8 and 9 can apply to take part and are matched with students from the College Jean Phillippe Rameau in Tours. The French group come to England for 10 days in March and we return to France in June. While in France we visit the chateau of the Loire valley as well as Paris and the Futuroscope Theme Park. This is a fantastic opportunity to experience life in a French family, improve your language skills and make new friends.

German –

German is the second language alongside French for half of the year group in Year 7 and Year 8. Students are introduced to the language in three lessons over the fortnight, using the course books Stimmt 1 and 2 and quickly build up their basic knowledge and skills.

Students opt which language to continue studying during Year 8 so that in Year 9 learning can focus on ensuring a solid grammatical base, whilst constantly broadening the learner's vocabulary. Students have six lessons over the fortnight in year 9 and 4 lessons in years 10 and 11. We use the Stimmt GCSE for Edexcel textbooks. In our teaching, we regularly refer to the wider world and learning language for real purposes. To this end, students are offered two trips to Germany, as outlined below.

Trips and Exchanges

In Year 8, students have the opportunity to take part in an extended day trip to Aachen, Germany. They visit an authentic Christmas market and get a first-hand experience of German culture and language.

In Year 9, students can take part in the exchange programme with our partner school Gymnasium Gernsheim near Frankfurt. Gymnasium Gernsheim have been our partners for about fifteen years and we have done many successful exchanges and projects with them.

Spanish –

Spanish is the second language alongside French for half of the year group in Year 7 and students have three lessons over two weeks. The teaching aims to quickly build up the students' confidence with the language using a wide variety of teaching styles. The aim of the course is to provide all students with an enjoyable and sound introduction to the language and the country. In Year 7, students follow the course book Viva 1 and will move to Viva 2 during Year 8.

Students opt which language to continue studying during Year 8 so that in Year 9 learning can focus on ensuring a solid grammatical base, whilst constantly broadening the learner's vocabulary. Students



have six lessons over the fortnight in year 9 and 4 lessons in years 10 and 11. We follow the Viva GCSE for Edexcel textbooks. Students are motivated and encouraged to develop their language abroad and we offer an exchange opportunity, as outlined below:

Year 10 and 12 Exchange to Zaragoza (Spain)

This is a well-established exchange that has now been running for 12 years. Our partner school is the Instituto Santiago Hernandez in Zaragoza. It is a friendly and welcoming school on the outskirts of Zaragoza, whose staff work hard to spoil us with their hospitality and enthusiasm.

Zaragoza is an important, prosperous and expanding city with an attractive and historic city centre whose monuments range from Roman remains and a superb Moorish palace, to historic houses, art galleries, and a major pilgrimage centre. The modern city has plenty of entertainment and shopping opportunities, and the atmosphere is lively and dynamic, authentically Spanish in a way that is hard to find in the resorts of the Mediterranean coast.

During our stay in Zaragoza, we visit the school, sample some lessons, do language and project work, and visit the city. School finishes at 2 o'clock on most days, so there are opportunities for further visits and leisure in the afternoon and at the weekend. There is at least one full-day excursion, usually to the cosmopolitan city of Barcelona, of which one highlight is the extraordinary architecture of Gaudí.

The visit of the Spanish students to Impington is also a valuable cultural experience for our students. Impington organises a full programme of visits, project work and excursions for the Spanish guests during their stay.

The farewell meal on the last night, organised by the students themselves, is something of a tradition, with the two groups getting together to talk over their experiences and new friendships. When the time comes to leave, tears are not uncommon!

Japanese –

The unique language of Japanese is taught at IVC from scratch from Year 9 or Year 12. In these courses you will learn Japanese scripts, including Kanji (Chinese characters), and you will be brought to the level where you can communicate effectively in various situations. For those who have previous knowledge of Japanese (for example, post GCSE level) we offer Language B in Year 12. In this course you will attain higher levels of Japanese with topics which involve more cultural aspects. There is an annual Japan trip to Kyoto, considered the cultural capital of Japan. There you can experience traditional and modern Japanese culture.

Year 10 students enjoying calligraphy, making decorations and writing wishes for the Japanese Tanabata festival.

KS4 Overview

Students have the opportunity to learn French, German, Spanish, Japanese or Latin at GCSE. French, German, Spanish and Japanese use the Edexcel exam board, Latin uses OCR and Japanese Edexcel.



Frequently asked questions about French, German, Spanish and Japanese GCSE courses are answered below:

1. How many lessons are there a fortnight?

Students choose their GCSE Language in year 9. They have six lessons over a fortnight on year 9 for French, German or Spanish and four for Japanese. They then have four lessons over the fortnight in Year 10 and Year 11 for all languages.

2. How is the language examined?

The four key skills are assessed individually. Students sit final exams in all four skills at the end of year 11 – these skills are reading, listening, speaking and writing and the exams are all worth 25% of the final grade. There is no coursework element to the GCSE course and all exams are assessed by external examiners from the exam board.

3. Which topics are studied?

Five themes are covered as below:

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension.

Each of these builds on topics covered during Year 7 and 8.

4. What grammar is covered?

Study develops the solid foundation that students have built up during KS3 and include: past, present and future tenses, the use of adjectives and adverbs, pronouns, word order, comparatives and superlatives.

5. Which other skills are developed?

Language learning is an excellent way in which to develop other key skills and build up literacy in general. Students learn to effectively use dictionaries (books and online), access verb tables and improve their language stylistically, for example through the use of a range of connectives or intensifiers.

6. Which books are used?

French uses Studio GCSE.

German uses Stimmt GCSE.

Spanish uses Viva GCSE.

7. Are any other resources used?

Students access online resources such

as www.doddlelearn.com, www.languagesonline.org.uk, <http://www.bbc.co.uk/schools/gcsebitesize>, www.quizlet.com



8. Is there any support outside of lessons?

Towards the end of year 10 and 11, intervention sessions are run one lunchtime each week to support students who are struggling to reach their desired grade. Teachers also track students' progress throughout the course and will offer small group and 1 to 1 support where needed.

Please access <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html> to read the full French specification.

Please access <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html> to read the full German specification.

Please access <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html> to read the full Spanish specification.

Please access <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/japanese-2017.html> to read the full Japanese specification.

Y7 STRAND 1 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will begin a general introduction to the French language. We will assess their incoming level from Primary school and begin to look at topics such as introducing yourself, alphabet, numbers, age/birthdays and saying what you have in your school bag. We will look at colours and basic adjectives as well as the formation of regular verbs. Expectations for performance in the Languages department will be clearly laid out.

Assessed Tasks:

Students will be assessed in the skills of:

Speaking and Reading.

SMSC & British Values:

S: Introducing myself. The uniqueness of "Me"

M: Expectations of behaviour and consequences in language lessons

S: Communicating - in another language

C: Learning a culture with a language

Enrichment Ideas:

Use of the BBC Languages site for cultural references.

Getting the Quizlet app onto smart devices at home and setting family challenges!

Assessment Criteria:



The main success criteria is that of transition; moving from working in Primary school to the expectations of Secondary school. Students will begin their journey towards being independent learners as well as beginning to apply to structure to grammar in both English and the target language. Students should have a raised awareness of the culture of the target language country and be capable of producing short pieces of writing on the various topics.

Literacy/Numeracy:

Students will begin to grasp grammatical metalanguage around noun, verb, adjective etc. Numeracy links through numbers in the target language.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Y7 STRAND 2 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:



Students will aim to learn about school. This will include acquiring basic vocabulary around school subjects and opinions of them. The present tense and its formation will be covered in detail along with genders. Adjectives to describe teachers will be looked at along with the introduction of connectives and conjunctions to begin moving students from working on a sentence level to paragraphs.

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and Writing.

SMSC & British Values:

S Students will realise the privilege of education in Western Europe and reflect on what is important to them as learners

M Students will be mindful of respecting others' points of view.

S Students will explore the idea of community through the school community: a melting pot of 'real' society.

C Students will learn tolerance and respect for other people's ways of life.

Enrichment Ideas:

Students could produce a poem about their teachers and school life.

Students could find out about what school life is like in France.

Watch 'Être et Avoir' for some cultural reference.

Assessment Criteria:

All students should be capable of producing a written description of the subjects they study and teachers. This will vary in length depending on the ability level of the student. Students should demonstrate some understanding of the effect of genders on adjectives and should show some ability to link sentences together into a paragraph. Some students will begin to give reasons for their opinions.

Literacy/Numeracy:

Students will discover the present simple/present continuous and how this relates across to only one form of the verb in another language.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.



Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 3 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will begin with a recap of family and brief descriptions. This will then to move into free time activities including sports, in order to develop regular present tense usage. Students will learn how to use verbs 'jouer a' and 'faire de' to describe sporting activities. They should also learn new language to apply to using social media and internet/smartphones to communicate with others.

Assessed Tasks:

Students will be assessed in the skills of:

- Speaking and Translation.

SMSC & British Values:

S Being inspired to know about sports in French speaking nations and how it brings people together.

M Reflecting on how to stay safe online and how people can keep in contact on a global scale.



S Realising the benefits of playing as part of a team and also how a healthy lifestyle is good for mental wellbeing

C Learning more about how sport is part of daily life In France.

Enrichment Ideas:

Learn text speak in French. Learn some slang phrases that young French people might use when they chat to one another online.

Try out a French game of 'boules/pétanque' for some fun!

Assessment Criteria:

Students could produce a letter to a penfriend providing extended descriptions of what they and their family and friends do in their free time, as a longer paragraph. They should demonstrate knowledge of a variety of verbs both regular and irregular **up to 3rd person**. They should also demonstrate knowledge around translating from French into English whilst avoiding literal translation.

Literacy/Numeracy:

Students' knowledge of grammar will continue to expand through the exploration of regular and irregular present tense.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y7 STRAND 4 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about their local area, shops and amenities.

They will begin to have an appreciation of the geographical layout of France and where major cities are located. Students will learn how to ask for directions.

Students will need to be shown references to **immediate future** (going to) in order to make progress on the flight path e.g. *je vais aller à la piscine*

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and Translation.

SMSC & British Values:

S Discovering the country where French is spoken, making the learning process more real.

M Having respect for local areas and appreciating where they live.

S Learning how to ask for and give information

C Students will have an appreciation of daily life in France and how and when French people shop.

Enrichment Ideas:

Go onto Google maps and virtually visit major French cities such as Paris and Nice. Or, students could visit our school partner town of Tours.

Assessment Criteria:

Students will be learn where French cities are located and key physical landmarks. They could also produce a tourist brochure about the area they live in.

Literacy/Numeracy:

Numeracy is the main focus in this unit rather than literacy, with the focus on bigger numbers, quantities and timetables



Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 5 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students learn how to use verbs such as “to eat” and “to drink” as we look at food and drink, in the context of healthy lifestyles. This will involve looking at a variety of food-related situations. Students must be taught the ‘**futur proche**’ in order to make progress on their flightpath (excelling and mastering)

Assessed Tasks:

Students will be assessed in the skills of:

- Writing



SMSC & British Values:

S Be inspired to create a French healthy eating plan!

M Understanding the need to be healthy in mind and body.

S Realising the importance of eating together and taking part in food preparation.

C Understanding the importance of food as part of the French culture

Enrichment Ideas:

Go to the supermarket and try to find typical French food. This will most likely be found in the bakery and cheese counter! Where are these items made in France?

Go onto the Cafe Rouge website and look at some of the French menu items there.

Assessment Criteria:

Food and drink lends itself nicely to a restaurant dialogue and an oral assessment, or the writing of a 'food' diary, with potential for some future tense entries for what they plan to eat next week, before a present tense entry for today.

Literacy/Numeracy:

Literacy will be developed through the acquisition of the future tense in the target language. Numeracy will be dealt with through money in the food and drink section.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
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How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 1 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will begin a general introduction to the German language. We will assess their incoming level from Primary school and begin to look at topics such as introducing yourself, alphabet, numbers, age/birthdays and saying what you have in your school bag. We will look at colours and basic adjectives as well as the formation of regular verbs. Expectations for performance in the Languages department will be clearly laid out.

Assessed Tasks:

Students will be assessed in the skills of:

- Speaking & Writing

SMSC & British Values:

S: Introducing myself. The uniqueness of “Me”

M: Expectations of behaviour and consequences in language lessons

S: Communicating - in another language

C: Learning a culture with a language

Enrichment Ideas:

Use of the BBC Languages site for cultural references.

Getting the Quizlet app onto smart devices at home and setting family challenges!

Assessment Criteria:



The main success criteria is that of transition; moving from working in Primary school to the expectations of Secondary school. Students will begin their journey towards being independent learners as well as beginning to apply to structure to grammar in both English and the target language. Students should have a raised awareness of the culture of the target language country and be capable of producing short pieces of writing on the various topics.

Literacy/Numeracy:

Students will begin to grasp grammatical metalanguage around noun, verb, adjective etc. Numeracy links through numbers in the target language.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Y7 STRAND 2 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:



Students will aim to learn about school. This will include acquiring basic vocabulary around school subjects and opinions of them. The present tense and its formation will be covered in detail along with genders. Adjectives to describe teachers will be looked at along with the introduction of connectives and conjunctions to begin moving students from working on a sentence level to paragraphs.

Assessed Tasks:

Students will be assessed in the skills of:

- Reading & Translation

SMSC & British Values:

S Students will realise the privilege of education in Western Europe and reflect on what is important to them as learners

M Students will be mindful of respecting others' points of view.

S Students will explore the idea of community through the school community: a melting pot of 'real' society.

C Students will learn tolerance and respect for other people's ways of life.

Enrichment Ideas:

Students could produce a poem about their teachers and school life.

Students could find out about what school life is like in Germany.

Assessment Criteria:

All students should be capable of producing a written description of the subjects they study and teachers. This will vary in length depending on the ability level of the student. Students should demonstrate some understanding of the effect of genders on adjectives and should show some ability to link sentences together into a paragraph. Some students will begin to give reasons for their opinions.

Literacy/Numeracy:

Literacy links are contained within the exploration of the present tense. Students will discover the present simple/present continuous and how this relates across to only one form of the verb in another language.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:



At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 3 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will aim to learn about family. This will include acquiring basic vocabulary around family and extended family, as well as friends, pets and other animals. The present tense and its formation will be covered in detail along with genders. Adjectives to describe members of the family will be looked at along with the introduction of connectives and conjunctions to begin moving students from working on a sentence level to paragraphs.

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and Reading

SMSC & British Values:

S Thinking about how people live together and discovering similarities in Germany.

M Tolerance towards different family units

S Understanding how people get on with one another

C Learning the importance of family in Germany



Enrichment Ideas:

Students could make an extended family tree or a mad family tree with lots of famous German people as part of their family!

They could also begin to write a short story describing a family and what do they do on a daily basis.

Assessment Criteria:

All students should be capable of producing a written description of their family. This will vary in length depending on the ability level of the student. Students should demonstrate some understanding of the effect of genders on adjectives and should show some ability to link sentences together into a paragraph.

Literacy/Numeracy:

Literacy links are contained within the exploration of the present tense. Students will discover the present simple/present continuous and how this relates across to only one form of the verb in another language.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y7 STRAND 4 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about their house and home. They will look at the types of places there are to live in, comparing town and country, as well as the sorts of houses people live in. They will acquire the vocabulary for the rooms in the house and work on descriptive language to describe their house. There will also be a section on daily routine, involving the introduction of reflexive verbs.

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and Speaking

SMSC & British Values:

S Imagining how we might live in the future

M Respecting our local area and where we live

S Understanding the importance of taking part in local community to make it better for all.

C Having a wider appreciation of how German people live and how it differs from their own.

Enrichment Ideas:

Go onto Google maps and visit Gernsheim, the partner town for our exchange programme. They could use Google maps to virtually walk down some of the streets and look at some houses.

Assessment Criteria:

Students will undertake a variety of vocab acquisition activities as well as expanding their vocabulary around descriptive language. The comparative and superlative are possible for more able students when comparing town and country.

They will begin to access the future tense to be able to say where they will live in the future.

Literacy/Numeracy:

Literacy will be linked through comparative and superlative as well as an expansion of students' vocabulary around adjectives.

Careers Links(CAEIG):



Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 5 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about how to describe their free time. This will involve acquiring language to describe hobbies and leisure activities as well as saying where, when and with whom the activities are done. This will also facilitate the use of different tenses so the **introduction of future tense (immediate using future time expressions)** Time and frequency phrases as well as the use of “because” with opinions should be included.

Assessed Tasks:

Students will be assessed in the skills of:

- Writing



SMSC & British Values:

S Being inspired to know about sports in Germany and how it brings people together.

M Reflecting on how to stay safe online and how people can keep in contact on a global scale.

S Realising the benefits of playing as part of a team and also how a healthy lifestyle is good for mental wellbeing

C Learning more about how sport is part of daily life in Germany.

Enrichment Ideas:

Learn text speak in German. Learn some slang phrases that young German people might use when they chat to one another online. Try out a German sport and learn all the key vocabulary for how to play!

Assessment Criteria:

Students should produce a diary entry for each day of the week, writing an account of what hobbies and leisure activities are going to be undertaken. This should be written mainly in the future tense with a present tense answer for the entry for today. This will help students to master working in two separate tenses.

Students will be taught chunks of language for how to put multi-clause sentences together in the target language which will help students to produce longer pieces of writing.

Literacy/Numeracy:

The introduction of the future tense and how it differs in the target language by comparison with English .

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 1 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

The phonetic system for pronunciation in Spanish

Greetings

Simple personal details

Simple cognate opinions

Numbers and months

Birthday and ages

Teacher to student language of the classroom

Assessed Tasks:

What work will be marked this term?

Teach the phonics to someone at home and reflect on this as a learning tool.

Simple dialogue between celebrities

Find amazing pictures and give cognate opinions

Assessment – reading, translation and writing.

SMSC & British Values:



S: Introducing myself. The uniqueness of “Me”

M: Expectations of behaviour and consequences in language lessons

S: Communicating - in another language

C: Learning a culture with a language

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play quizlets together

Learning the phonics

Learning other questions and answers

Assessment Criteria:

What skills are students developing this term?

They will develop the skills of perseverance as they get used to hearing the teacher use target language.

Understanding main points from spoken and written texts.

Producing answers to simple questions in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Simple maths as they learn numbers.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: Spanish



When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 2 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Student to teacher language

Items in a pencil case and classroom

Hay and tener.

Question words

Alphabet

Justified opinions with me gusta to discuss school subjects and teachers.

Simple present tense of ar verbs.

Assessed Tasks:

What work will be marked this term?

Describe what is in your school bag

Opinions of teachers

Assessment – speaking and listening.

SMSC & British Values:

S Students will realise the privilege of education in Western Europe and reflect on what is important to them as learners



M Students will be mindful of respecting others' points of view.

S Students will explore the idea of community through the school community: a melting pot of 'real' society.

C Students will learn tolerance and respect for other people's ways of life.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together

Look out for Spanish on everyday items.

Students continue to teach parents/carers what they have learnt

Assessment Criteria:

What skills are students developing this term?

They will develop the skills of perseverance as they get used to hearing the teacher use target language and also producing their own in simple exchanges.

Understanding main points and some details from spoken and written texts.

Producing opinions in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Understanding what verbs, adjectives and nouns are.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: Spanish



When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 3 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Student to student language

Family members and animals

possessives

Describing yourself and others- Physical and character descriptions

Tener and ser the full paradigm

Assessed Tasks:

What work will be marked this term?

mad family tree

Assessment – reading and translation

SMSC & British Values:

S Thinking about how people live together and discovering similarities in Spain

M Tolerance towards different family units

S learn to give sensitive constructive criticism and understanding of feelings and emotions, and their likely impact. Understanding how people get on with one another



C Learning the importance of family in Spain

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together

Look out for Spanish on everyday items.

Students continue to teach parents/carers what they have learnt

Assessment Criteria:

What skills are students developing this term?

Understanding main points and some details from spoken and written texts.

Producing justified opinions in the spoken and written form. They will begin to understand present tense.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

learning about verb paradigms and placement of adjectives as well as use of intensifiers

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes



Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y7 STRAND 4 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Language to discuss where they live – type of house, rooms in a house and where there house is.

Extended opinions with intensifiers and added connectives.

Activities in a house and further practise of present tense ar, er and ir.

Assessed Tasks:

What work will be marked this term?

Estate agent guide to your house

Assessment – listening and speaking.

SMSC & British Values:

S Imagining how we might live in the future

M Respecting our local area and where we live

S Understanding the importance of taking part in local community to make it better for all.

C Having a wider appreciation of how Spanish people live and how it differs from their own.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together



Look out for Spanish on everyday items.

Students continue to teach parents/carers what they have learnt

Assessment Criteria:

What skills are students developing this term?

Understanding main points and some details from spoken and written texts which include present tense activities.

Producing extended justified opinions and present tense activities in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Continue learning about the language needed to learn grammar – conjugation of verbs.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via

	doodlelearn.co.uk, which will be monitored by class teachers
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Y7 STRAND 5 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Language to discuss sports and pastimes they undertake.

Opinions with infinitive.

Present tense revision and introduction of future tense.

Assessed Tasks:

What work will be marked this term?

Blog entry by your favourite sportsperson

Assessment – writing

SMSC & British Values:

S Being inspired to know about sports in Spain and how it brings people together.

M Reflecting on how to stay safe online and how people can keep in contact on a global scale.

S Realising the benefits of playing as part of a team and also how a healthy lifestyle is good for mental wellbeing

C Learning more about how sport is part of daily life in Spain.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together

Look up websites from Spanish speaking sportspeople

Students continue to teach parents/carers what they have learnt

Assessment Criteria:

What skills are students developing this term?



Understanding main points and some details from spoken and written texts which include present and future tense activities.

Producing extended justified opinions with an infinitive as well as present and future tenses in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Continue learning about the language needed to learn grammar – tenses of verbs and related time expressions

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 7 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Y8 STRAND 1 IVC FRENCH CURRICULUM OVERVIEW



Key Content/Topics:

This will involve studying comparisons and stereotypes between countries, nationalities and where and when people go on holiday. Students will learn about other nations as well as Europe as a whole. Students will consider other French-speaking countries as well as covering **the past tense**.

Assessed Tasks:

Students will be assessed in the skills of:

- Reading and Translation.

SMSC & British Values:

S Discover the richness of another culture

M Extending tolerance towards other cultures and people

S Being able to share experiences with others and realising global diversity

C Learning how French people take holidays and where are popular destinations for them.

Enrichment Ideas:

Students could research some other French speaking nations and where these are located in the world.

Use of Google maps to virtually visit these places.

Assessment Criteria:

Students should be able to express themselves in both the present and future tense (competently) and the past (at beginner level) tense, with good recollection of the core vocabulary to do with countries and nationalities. They should increasingly be able to express themselves without reference to written materials in front of them.

Literacy/Numeracy:

Literacy links here involve learning metalanguage when covering tenses. The notion of tenses and how we use them in French and English will assist students with clarity as regards time in their own work.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: French

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 2 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about clothes and fashion. They will acquire a wide range of vocabulary for describing what they wear on a daily basis as well as for special occasions such as parties. **They will learn about the future tense (formation and usage).** Colours and agreements will begin to stretch students' understanding of French grammar.

Assessed Tasks:

Students will be assessed in the skills of:

- Speaking and Listening.

SMSC & British Values:

S Being inspired to think about fashion in other countries and discovering our similarities

M being supportive when others perform role plays and dialogues

S Communicating and cooperating within a small group to devise a short presentation

C Students will learn more about fashion in other cultures



Enrichment Ideas:

Make a fashion show at home, using the key structures and vocabulary for, 'I wear, he wears' etc to perform to friends and family.

Assessment Criteria:

Students should be able to describe their school uniform using correct agreements. They will develop a thorough understanding of the link between the gender of nouns and the agreements necessary as well as how to use a dictionary to help with this.

More advanced students will potentially discover the difference between the real future and the near future tenses for greater variety in their work, thereby exploring the notion of different periods in the future.

Literacy/Numeracy:

Literacy is explored through the differences between word order in French and English as regards positioning of adjectives.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: French

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y8 STRAND 3 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will undertake the topic of Healthy Living. In this unit, they will learn about parts of the body and illnesses/ailments/aches/pains. They will look at healthy eating and exercise, expanding vocabulary and their ability to use complex sentence structure. They will develop use of past tense and future tense to talk about changes to their health in the future.

Assessed Tasks:

Students will be assessed in the skills of:

- Reading and Writing

SMSC & British Values:

S Consider the rules that enable us to live long, healthy lives and discover the links between physical and mental health

M Reflect on the lifestyles they are studying.

S Students will learn how taking positive steps towards a healthier lifestyle will benefit the whole society.

C Learn about the importance of food to French people and how eating habits have changed.

Enrichment Ideas:

Find out about how French healthcare systems; how do they differ from Britain? How 'healthy' are the French as a nation? Have there been any recent changes in eating styles?

Assessment Criteria:

Students will be able to correctly recall a range of vocabulary for their body as well as be able to correctly alter genders and agreements when describing aches and pains. They should be able to describe what a healthy lifestyle involves and use the three tenses with a good mix of adjectives and connecting words.

Literacy/Numeracy:



Literacy links will involve looking at time phrases/frequency phrases as well as increased use of both connectives and conjunctions. Numeracy may involve looking at prices and number practice with purchasing remedies for illnesses.

Careers Links(CAIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: French

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 4 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about different types of media: TV/film will have particular emphasis, but we will also cover the internet and books i.e. old vs new media.

Students should talk about their **regular and past** media usage, what media will be used in **the future**; what students will watch on tv tomorrow, see at the cinema next week.

Assessed Tasks:

Students will be assessed in the skills of:



- Listening and Writing

SMSC & British Values:

S Reflect on how we use different types of media in our lives for school, enjoyment and creativity

M Consider how the media landscape has changed and how it affects young people.

S Appreciating the need for e safety in a wider community. Participating correctly as part of an online community.

C Discovering how French young people watch programmes and listen to music. What are the similarities?

Enrichment Ideas:

Find out about different tv stations in France. You can watch some clips on Youtube and different vloggers have compiled clips of French TV favourites.

Try to watch some French films and write some basic reviews of what you thought. 'Les Choristes' is a good example.

Assessment Criteria:

By the end of this unit, students should be able to:

Describe the type of films/programmes that they like to watch;

State what time a film/programme is on;

Give opinions on their viewing habits.

They should be able to produce language about the internet and old vs new media with a variety of adjectives

Literacy/Numeracy:

Numeracy covered in this unit with the comparison of use of time between the UK and France. 24 hour clock and scheduling.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.



They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: French

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 5 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about

Paris and its history and culture. This will then be compared to Cambridge. Students will focus on descriptive language around landmarks, amenities and activities that are available in the cities. They will enhance their use of there is/are and there was/were.

We encourage the use of Google Cultural Institute in the Language Lab to explore this wonderful capital city.

Assessed Tasks:

Students will be assessed in the skills of:

- Writing

SMSC & British Values:

S Marvel at the wonderful range of old and new styles in architecture in Paris and compare to Cambridge's history.



M Students will be tolerant of the opinions of others as to tourist destinations in France.

S Acknowledge the need to have respect for the community in which you live.

C Comparing how the richness of Cambridge's heritage differs to Paris.

Enrichment Ideas:

Use of the BBC Languages site for other cultural references.

Make virtual visits to Paris and go for a 'walk' along some of the main avenues and boulevards.

Assessment Criteria:

Students will learn how to use comparative language structures to compare Paris and Cambridge. We will also look at how to use the imperfect tense to describe how an area used to be compared to nowadays.

Students must be able to give opinions and those of others as to popular tourist destinations.

Literacy/Numeracy:

The literacy links are to research carried out in English on Google Cultural Institute and elsewhere on the web.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: French

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes

Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 1 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

This will involve studying time, daily routine and school. Students will learn how to tell the time and how to describe their day at school as well as variation in holiday time

They will revise school subjects and be pushed to use more advanced opinions surrounding school.

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and Reading

SMSC & British Values:

S Being encouraged to draw comparisons and parallels between school life in Germany and and their own.

M Understanding the privilege of going to school in the UK, where the whole experience is rich and diverse.

S Students will carry out pair work/ teamwork and hone their communication skills.

C Understanding how what is taught at school can shape a nation's culture and differences between UK and Germany.

Enrichment Ideas:

Use of the BBC Languages site for cultural references.

Getting the Quizlet app onto smart devices at home and setting family challenges!

Assessment Criteria:

Students should be able to describe (either written or oral) a typical day using times and time phrases, as well as conjunctions and connectives. They should be able to produce longer paragraphs of enhanced opinions regarding school, subjects and teachers.



They should begin to use the **past tense** to describe what they did yesterday.

They should increasingly be able to express themselves without reference to written materials in front of them.

Literacy/Numeracy:

Students will begin to grasp grammatical metalanguage around noun, verb, adjective etc. Numeracy links through numbers in the target language.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 2 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about different types of media: TV/film will have particular emphasis, but we will also cover the internet and e-books i.e. old vs new media.



Students should be using the future tense to talk about what media will be used in the future; what students will watch on tv tomorrow, see at the cinema next week.

Assessed Tasks:

Students will be assessed in the skills of:

- Writing and Translation

SMSC & British Values:

S Reflect on how we use different types of media in our lives for school, enjoyment and creativity

M Consider how the media landscape has changed and how it affects young people.

S Appreciating the need for e safety in a wider community. Participating correctly as part of an online community.

C Discovering how German young people watch programmes and listen to music. What are the similarities?

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watch a German-speaking TV or film (with English subtitles).

Assessment Criteria:

Students should be able to:

Describe the type of films/programmes that they like to watch;

State what time a film/programme is on;

Give opinions on their viewing habits.

They should be able to produce language about the internet and old vs new media with a variety of adjectives.

Literacy/Numeracy:

Numeracy covered in this unit with the comparison of use of time between the UK and Germany. 24 hour clock and scheduling.

Careers Links(CAEIG):

Students will learn about different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.



Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 3 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about countries, nationalities, languages, and stereotypes to do with other countries. Students will learn how to express themselves in the past tense, giving accounts of holidays they have taken to other countries and the cultural differences they experienced there. This may involve talking about differences in food and drink or perhaps climate differences. Students also need to ensure they make reference to the future in order to continue progressing.

Assessed Tasks:

Students will be assessed in the skills of:

- Writing and Translation

SMSC & British Values:

S Discover the richness of another culture



M Extending tolerance towards other cultures and people

S Being able to share experiences with others and realising global diversity

C Learning how French people take holidays and where are popular destinations for them.

Enrichment Ideas:

Describe funny holiday photos in the target language.

Assessment Criteria:

Activities include: producing a written account of a past holiday (real or fictional).

Students might also produce a fact sheet about various stereotypes involving that country and what they know now.

Literacy/Numeracy:

Literacy: learning metalanguage when covering tenses. The notion of tenses and how we use them in German and English will assist students with clarity as regards time in their own work.

Numeracy: investigating the use of money abroad and consideration of exchange rates.

Careers Links(CAEIG):

Students will learn about different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.



<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y8 STRAND 4 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about clothes and fashion. They will acquire a wide range of vocabulary for describing what they wear on a daily basis as well as for special occasions such as parties. Colours and agreements will stretch students' grammar understanding.

Students will then move onto talking about the pocket money they receive and chores they do to help at home.

Reference must be made to present, past and future tenses in order that students continue to make progress.

Assessed Tasks:

Students will be assessed in the skills of:

- Listening and speaking

SMSC & British Values:

S Being inspired to think about fashion in other countries and discovering our similarities

M being supportive when others perform role plays and dialogues

S Communicating and cooperating within a small group to devise a short presentation

C Students will learn more about fashion in other cultures and whether young people in France really do dress like them!

Enrichment Ideas:

A fashion show in German.

Assessment Criteria:

Students should be able to describe their school uniform using correct agreements.

They should be able to use the future tense to say what they will wear to a party on the weekend.

They will develop a thorough understanding of the link between the gender of nouns and the agreements necessary (including accusative). They will also be able to discuss pocket money and chores that parents might pay them for at home.



Literacy/Numeracy:

Literacy: differences between word order in German and English as regards positioning of adjectives and cases (accusative).

Careers Links(CAEIG):

Students will learn about different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Y8 STRAND 5 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn about

Berlin and its history and culture. This will then be compared to Cambridge. Students will focus on descriptive language around landmarks, amenities and activities that are available in the cities. They will enhance their use of there is/are and there was/were.

We encourage the use of Google Cultural Institute in the Language Lab to explore this wonderful capital city



Assessed Tasks:

Students will be assessed in the skills of:

- Writing

SMSC & British Values:

S Marvel at the wonderful range of old and new styles in architecture in Berlin and compare to Cambridge's history.

M Students will be tolerant of the opinions of others as to tourist destinations in Germany.

S Acknowledge the need to have respect for the community in which you live.

C Comparing how the richness of Cambridge's heritage differs to Berlin.

Enrichment Ideas:

Encourage the use of Google maps and Google cultural institute at home to virtually visit some of the places we talk about in lesson time.

Assessment Criteria:

Students will produce a presentation comparing Berlin to Cambridge in the target language. This will be a collaborative or solo effort, but should overall focus on descriptive language about the two cities.

Students should be confident in their use of present, past and future to talk about visits to Cambridge and planned visits to Berlin or other areas in Germany

Literacy/Numeracy:

The literacy links are to research carried out in English on Google Cultural Institute and elsewhere on the web.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: German

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 1 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Students will learn how to discuss holidays.

Revision of question words.

Revision of present and future tenses.

Revision of extended sentences with more sophisticated connectives.

Introduction of past preterit tense.

Assessed Tasks:

What work will be marked this term?

Other assessed piece, chosen by teacher for example a holiday diary entry of a famous person.

Assessments – listening and speaking

SMSC & British Values:

S Discover the richness of another culture

M Extending tolerance towards other cultures and people

S Being able to share experiences with others and realising global diversity

C Learning how Spanish people take holidays and where are popular destinations for them.



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together

Use websites and watch tv/films in Spanish.

Students continue to teach parents/carers what they have learnt.

Assessment Criteria:

What skills are students developing this term?

Understanding main points and some details from spoken and written texts which include present and past or future events.

Producing opinions, and paragraphs about a holiday using present and past or future tenses in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Learning about past tenses and the relative time frames.

Careers Links(CAIEG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes

Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y8 STRAND 2 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Students will learn how to discuss technology, tv, films and music.

Extended justified opinions with comparatives and adjectival agreements.

Frequency expressions and further connectives.

Revision of all tenses with new media verbs.

Assessed Tasks:

What work will be marked this term?

Other assessed piece chosen by teacher for example writing about their freetime activities using 3 tenses.

Assessments – listening and speaking

SMSC & British Values:

S Reflect on how we use different types of media in our lives for school, enjoyment and creativity

M Understand the value of the “Rule of Law” and how media can influence people’s behaviours.

S Appreciating the need for e safety in a wider community. Participating correctly as part of an online community.

C Discovering how Spanish young people watch programmes and listen to music. What are the similarities?

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums



Play the quizlets together

Use websites and watch tv/films in Spanish.

Students continue to teach parents/carers what they have learnt.

Assessment Criteria:

What skills are students developing this term?

Understanding main points and some details from spoken and written texts which include present and past and future events.

Producing opinions, and paragraphs about a what they do in their freetime using present and past and future tenses in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Learning about past tenses and the relative time frames.

Careers Links(CAEIG):

Students will learn about different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y8 STRAND 3 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will undertake the topic of Food and Festivals within the theme of identity and culture.

- Talking about likes and dislikes about food.
- Discussing mealtimes in the UK and Spanish speaking countries.
- Learning how to order a meal.
- Planning for a party and ordering food.

Assessed Tasks:

Students will be assessed in the skills of:

- Reading and Translation

SMSC & British Values:

S Students will engage in debate and question others beliefs.

M Be understanding of other's opinions

S Be respectful of others opinions

C Be mindful of similarities and differences within other cultures.

Enrichment Ideas:

Students could look up Spanish cookery websites and recipes to find out about national dishes and preferences. Why not try to make some dishes for your friends!

Assessment Criteria:

In this unit, students will be able to talk about themselves and others. It will be important for them to have the language to be able to express their preferences, agreeing and disagreeing with others' opinions.

Students will be expected to use the 3 main tenses in a variety of ways.

Literacy/Numeracy:



Literacy links will involve looking at time phrases/frequency phrases as well as increased use of both connectives and conjunctions.

Careers Links(CAEIG):

Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Y8 STRAND 4 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

What are students learning this term?

Students will learn how to discuss their clothing choices including uniforms. They will also learn how to discuss shopping trips and healthy eating.

Revision of present tense and opinions around uniforms plus intro to tengo que + infinitive.

Revision of higher numbers and past tense.



Intro to healthy eating and direct object pronouns with revision of future and extra future phrases.

Assessed Tasks:

What work will be marked this term?

Other assessed piece chosen by teacher for example an eating diary or a written piece about a shopping trip of a lifetime.

Assessments – listening and speaking

SMSC & British Values:

S Being inspired to think about fashion and lifestyles in other countries and discovering our similarities

M being supportive when others perform role plays and dialogues. Students will understand the importance of different cultures having different choices of their own and how the words “Tolerance and Respect” have to be embraced.

S Communicating and cooperating within a small group to devise a short presentation

C Students will learn more about fashion in other cultures.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Play the quizlets together

Use websites and watch tv/films in Spanish.

Students continue to teach parents/carers what they have learnt.

Assessment Criteria:

What skills are students developing this term?

Understanding all main points and details from spoken and written texts which include present, past and future events within the same sentence.

Producing extended opinions, and paragraphs about shopping and healthy eating using present, past and future tenses within the same sentence in the spoken and written form.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Learning about direct object pronouns.

Careers Links(CAEIG):



Students will learn about the different cultures and the way language is used to be able to communicate with different people from other countries and it will give them the opportunity to experience and embrace other cultures when travelling or by exchanging ideas with foreign students in and out of school.

Intervention Tasks:

At the end of each Strand, where students may not have reached their expected target level, they will complete some Doodle learn revision tasks for the teacher to verify a few weeks into the new Strand.

They will also need to revise the key vocabulary structures ready for success in the next Strand.

This may in the form of Quizlet or other online based activities.

Year 8 Home Learning Expectations: Spanish

When/how will homework be set?	Homework will be set twice per fortnightly lesson rotation
How long should each task take?	Each task should take about 30 minutes
Will this work be marked by a teacher?	This work will either be peer marked or marked by the teacher depending on the nature of the task.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 1 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:

- Revision of family and personal descriptions
- Revision of places/activities in town
- Talking about friends and what makes a good friend
- Talking about family relationships

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.



At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Valuing the individual

M: Parental rules and family consequences

S: Discussion of what makes a good friend and of family relationships.

C: Are families different in France or the same?

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via [doddlelearn.co.uk](https://www.doddlelearn.co.uk), which will be monitored by class teachers

Year 9 Home Learning Expectations: French



When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 2 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:

- Making arrangements to go out
- Describing a night out in the past tense
- Talking about what you were like when you were little (higher groups)
- Talking about role models
- Using a range of tenses (present, past and future for foundation groups, present perfect and imperfect for higher groups)

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Looking at a diverse range of role models

M: Explaining why a celebrity is a good role model

S: Discussing what makes a good role model



C: Looking at a diverse range of role models. Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (- role play introduction - general conversation answers for module 1 to be written)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)

<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>

Y9 STRAND 3 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:

- Revision of free time vocabulary (sports, music, technology, film and TV)
- Talking about sport
- Talking about your life online
- Reading

Assessed Tasks:

What work will be marked this term?

Speaking and translation will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Giving opinions on examples of French TV, films and music

M: Giving balanced opinions and understanding those of others

S: Discussion of pros and cons of social media

C: Comparing cultural activities and discussing their pros and cons

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:



What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk , which will be monitored by class teachers

Y9 STRAND 4 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:-

- TV shows
- Cinema
- Daily routine
- Talking about food for special occasions

Assessed Tasks:

What work will be marked this term?

Writing and translation will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Learning about how celebrations in France differ to those in the UK

M: Showing an understanding of different beliefs and customs

S: Giving opinions on a range of social occasions

C: Showing an understanding of different beliefs and customs.

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (prepare answers to module 2 general conversation questions to use as part of speaking assessment)
- Writing
- Translation



- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 5 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will being the GCSE course with the following topic areas:-

- Family celebrations
- Festivals and traditions
- Revision of previous topics begins

Assessed Tasks:



What work will be marked this term?

Listening and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Learning about different customs around the world

M: Discussing traditions and their effect on our daily lives

S: The importance of celebrations to bring families/groups together

C: Understanding different beliefs and customs around the world.

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (prepare answers to module 3 general conversation questions to use as part of speaking assessment)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.



Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 6 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:-

- Revision of previous topics
- Focus on exam success strategies and requirements of the GCSE exams

Assessed Tasks:

What work will be marked this term?

Writing, translation and speaking will be formally assessed as part of the end of year exams.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics



C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (prepare answers to module 3 general conversation questions to use as part of speaking assessment)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)



Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 1 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will begin the GCSE course with the following topic areas:

- Revision of school subjects and opinions
- Revision of clothes/uniform and items in your pencil case
- Talking about what you are and are not looking forward to this school year
- Describing a school day
- Discussing school rules

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Comparison of British and German school systems

M: Debate about school rules in connection with personal freedoms and democracy.

S/C: Understanding differences in school systems and the reasons behind these

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?



- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 2 IVC GERMAN CURRICULUM OVERVIEW



Key Content/Topics:

Students continue the GCSE course with the following topic areas:

- Learning about different types of German schools
- Talking about school exchanges and class trips
- Talking about success and achievement at school

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Discussion of value of school trips as the opportunity to compare your own culture with the culture in German-speaking countries.

M: Understanding the effects our behaviour can have on our successes

S: Learning the basics of how to communicate with a host family(differences in polite language forms)

C: Comparison of British school system (in particular Comprehensive schools) with German school system.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning



Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 3 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students continue the GCSE course with the following topic areas:

- Revision of hobbies and leisure activities
- Discussing reading habits
- Discussing music
- Discussing film and television

Assessed Tasks:



What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: How can cultural activities help us to build up our knowledge of Germany?

M: Discussing the pros and cons of different cultural activities

S: The benefits of cultural activities in terms of social involvement

C: Discussion of cultural output as a means of understanding more about a country (e.g. Goodbye Lenin).

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.



Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 4 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students continue the GCSE course with the following topic areas:

- Discussing film and television
- Discussing sport in Switzerland
- Learning about festivals and celebrations

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Learning about differences in sport around the world and its importance



M: Discussing and understanding the reasons behind different beliefs and customs

S: Understanding and accepting a range of beliefs

C: Comparing our own customs with those in German speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 5 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will continue the GCSE course with the following topic areas:

- Revision of family members and adjectives to describe what people are like
- Talking about what makes a good friend
- Describing relationships

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Discussing the positive impact our relationships with others can have

M: Discussing what makes a good friend

S/C: Exploring relationships with others

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:



What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk , which will be monitored by class teachers

Y9 STRAND 6 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students continue the GCSE course with the following topic areas:

- Discussing weekend activities
- Discussing role models
- Revision of work done so far
- Exam success strategies

Assessed Tasks:

What work will be marked this term?

Writing, translation and speaking will be formally assessed as part of the end of year exams.

SMSC & British Values:

S: Looking at a range of personalities from various backgrounds as role models

M: What makes someone a role model?

S: Discussing our relationships with others and why we value them

C: Looking at a range of personalities from various backgrounds as role models

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.



Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 1 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Opinions
- Present tense activity verbs
- Holiday preferences
- Weather
- Talking about holidays in the past, present and future tenses

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.



At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Discussing own experiences of different countries

M: Weighing up the pros and cons of different types of holidays

S: Learning key phrases to support communication in a range of contexts

C: Learning about holidays in a range of Spanish speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish



When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 2 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Talking about holidays in the past, present and future tenses
- Ideal holidays
- disastrous holidays
- Hotels - booking and reviewing
- Revision of tenses

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Discussing ideal holidays and understanding why this is different for everyone

M: Describing what went wrong during a holiday and why

S: Learning a range of key phrases to aid communication while on holiday



C: Learning about holidays in Spanish speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (photo card task in particular)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)</p>
<p>How long should each task take?</p>	<p>Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)</p>

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 3 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of school subjects
- Talking about your school
- Comparing school in the UK and Spanish speaking countries
- Discussing school rules
- Talking about getting the best out of school
- Talking about a school exchange

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Discussing the value of school and how to make the most of it.

M: Discussing and understanding the need for school rules

S: Discussing school exchange visits and the importance of an international outlook.

C: Comparing and giving opinions on different school systems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:



What skills are students developing this term?

- Reading
- Listening
- Speaking (- role play introduction - general conversation answers for module 1 to be written)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlearn.co.uk , which will be monitored by class teachers

Y9 STRAND 4 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:

- Revision of family and personal descriptions
- Technology and apps
- Organise going out with friends
- Reading
- Talking about family relationships

Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S : Valuing the individual

M: Parental rules and family consequences

S: Discussion of what makes a good friend and of family relationships.

C: Are families different in Spain or the same?

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning



Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 5 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:

- Revision of free time vocabulary (sports, music, technology, film and TV)
- Talking about sport
- Talking about TV
- Talking about what is trending
- Buying cinema tickets
- Talking about the cinema
- Talking about role models



Assessed Tasks:

What work will be marked this term?

Writing and reading will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Looking at a diverse range of role models

M: Explaining why a celebrity is a good role model

S: Discussing what makes a good role model

C: Seeking inspiration in Spanish TV and film

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (prepare answers to module 2 general conversation questions to use as part of speaking assessment)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.



Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y9 STRAND 6 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following topic areas:-

- Revision of previous topics
- Focus on exam success strategies and requirements of the GCSE exams

Assessed Tasks:

What work will be marked this term?

Writing, translation and speaking will be formally assessed as part of the end of year exams.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics



C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (prepare answers to module 3 general conversation questions to use as part of speaking assessment)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 9 Home Learning Expectations: Spanish

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)</p>
<p>How long should each task take?</p>	<p>Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)</p>



<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddelearn.co.uk, which will be monitored by class teachers</p>

Y9 STRAND 1 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Approaches to primary source material using prescribed sources from Culture Topic 1;*
- Revision of Latin sentence structure and grammatical concepts;
- Introduction of new grammatical forms tailored to the group and to students' previous learning;
- Derivation of words in English and other European languages from Latin;
- Learning vocabulary from the OCR prescribed list.

* Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand; your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.



Assessment Criteria:

What skills are students developing this term?

- Translation of simple sentences
- Comprehension of short texts
- Use of grammar tables and understanding of grammatical terminology
- Vocabulary learning
- Interpreting and responding to primary source material (physical and textual)

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 9 Home Learning Expectations: Latin

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, preparation for a written task).</p>
<p>How long should each task take?</p>	<p>Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).</p>

<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate.</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>

Y9 STRAND 2 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prescribed textual and archaeological sources from Culture Topic 1;*
- Topics in Roman culture appropriate to the prescribed sources;
- Using present and past tenses;
- Introduction of new grammatical forms as appropriate to the group;
- Derivation of words in English and other European languages from Latin;
- Learning vocabulary from the OCR prescribed list.

* Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand; your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.



Assessment Criteria:

What skills are students developing this term?

- Translation of longer sentences, focusing on identification of parts of speech and distinguishing tense and case endings
- Comprehension of short texts referring to present and past events
- Use of grammar tables and understanding of grammatical terminology
- Vocabulary learning
- Interpreting and responding to primary source material (physical and textual) and placing it in its cultural context

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAIEG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 9 Home Learning Expectations: Latin

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, preparation for a written task).</p>
<p>How long should each task take?</p>	<p>Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).</p>

<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate.</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>

Y9 STRAND 3 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prescribed textual and archaeological sources, including art, from Culture Topic 1;*
- Topics in Roman culture appropriate to the prescribed sources;
- Noun cases and their roles in the sentence;
- Introduction of new grammatical forms as appropriate to the group;
- Derivation of words in English and other European languages from Latin;
- Learning vocabulary from the OCR prescribed list.

*Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand; your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Interpreting and responding to ancient art and placing it in its cultural context

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.



Assessment Criteria:

What skills are students developing this term?

- Translation and analysis of longer and more complex sentences, including approaches to subordinate clauses
- Comprehension of short texts referring to present and past events
- Use of grammar tables and understanding of grammatical terminology
- Vocabulary learning
- Interpreting and responding to primary source material, including ancient art, and placing it in its cultural context

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAIEG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 9 Home Learning Expectations: Latin

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, preparation for a written task).</p>
<p>How long should each task take?</p>	<p>Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).</p>

<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate.</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>

Y9 STRAND 1 IVC JAPANESE A CURRICULUM OVERVIEW

Key Content/Topics:

Students will be doing the GCSE course with the following theme **Identity and Culture** and topic areas:

- Who am I? – self introductions/age/school year
- Who am I? –likes and dislikes/sports and hobbies
- Who am I? – family and friends

Assessed Tasks:

What work will be marked this term?

Listening and speaking – self introductions and talking about my family.

At least one more piece of work will be assessed by your teacher – writing about a hobby you like

Regular hiragana tests

SMSC & British Values:

Discussion of role models.

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memrise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform short conversations

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (self introduction)



- Writing – starting hiragana
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Year 9 Home Learning Expectations: Japanese

When/how will homework be set?	Twice a week in class and via edulink. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc) Focus will be on learning hiragana – reading and writing
How long should each task take?	Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target will be set personalised tasks, which will be monitored by class teachers

Y9 STRAND 2 IVC JAPANESE A CURRICULUM OVERVIEW

Key Content/Topics:

Students will be looking at the theme of **School** and following the topics:



- What is school like?
- School subjects
- Types of school
- School daily routine
- teachers

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed – picture description of a school classroom

At least one more piece of work will be assessed by your teacher during the strand – reading about a school day and writing about your own school

SMSC & British Values:

Discussion of differences in school systems

Students will be encouraged to undertake pair work and think about others' cultures.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading - katakana
- Listening – teacher's instructions
- Speaking (- picture description – classroom)
- Writing – katakana and hiragana
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.



Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Year 9 Home Learning Expectations: Japanese

When/how will homework be set?	Twice a week in class and via edulink. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc) Focus will be on learning hiragana – reading and writing
How long should each task take?	Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target will be set personalised tasks, which will be monitored by class teachers

Y9 STRAND 3 IVC JAPANESE A CURRICULUM OVERVIEW

Key Content/Topics:

Students will engage with the theme **Local area, holiday and travel** while following these topics:

- Shopping – numbers and prices
- Shopping – clothes and colours
- Eating out – ordering in a restaurant
- Eating out – food, drink and meals

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed – role play in a restaurant

At least one more piece of work will be assessed by your teacher during the strand – reading a menu and writing a restaurant review

SMSC & British Values:

Discussion of different food and meal habits.



Students will be encouraged to take part in a role-play and collaborate together to produce a Japanese menu.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading - menu
- Listening – shop announcements
- Speaking (- role play - general conversation answers for shopping
- Writing – an email about food
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Year 9 Home Learning Expectations: Japanese

<p>When/how will homework be set?</p>	<p>Twice a week in class and via edulink. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc) Focus will be on learning hiragana – reading and writing</p>
<p>How long should each task take?</p>	<p>Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)</p>

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target will be set personalised tasks, which will be monitored by class teachers

Y9 STRAND 1 IVC JAPANESE B CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the theme **Identity and Culture** including the following topics areas:

- Daily Life/daily routines/leisure time activities
- Time and Dates
- Customs in Japan
- (introduction to past tense)

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed short conversation about daily routine and past activities

At least one more piece of work will be assessed by your teacher – writing a paragraph about a past event

SMSC & British Values:

Discussion of different customs in Japan

Students will be encouraged to work together to solve problems and ask about other's daily routines

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (- asking and answering about daily routine)



- Writing – focus on writing hiragana
- Translation – simple paragraphs from Japanese
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Year 9 Home Learning Expectations: Japanese

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Y9 STRAND 2 IVC JAPANESE B CURRICULUM OVERVIEW

Key Content/Topics:

Students will be engaging in the theme **future aspirations, study and work** while following these topics

- Work jobs



- Careers and professions
- Using language beyond the classroom – forming relationships
- Inviting friends

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed –a job interview

At least one more piece of work will be assessed by your teacher during the term – a letter of application

This will inform judgements on your end of strand flightpath.

SMSC & British Values:

Discussion of future plans and value of friends

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading – katakana, start kanji for verbs
- Listening – job interview
- Speaking (- role play introduction - general conversation answers about future aspirations)
- Writing – requesting a part time job
- Translation - CVs
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.



Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Year 9 Home Learning Expectations: Japanese

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Y9 STRAND 3 IVC JAPANESE B CURRICULUM OVERVIEW

Key Content/Topics:

Students will be engaged in the theme **Local area, holiday and travel** following these topics:

- Towns – places to visit
- Towns – directions and prepositions of location
- Travel – means of transport and tickets
- Travel – booking a ticket
- Travel – facilities at a station

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed – at a station/in a town

At least one more piece of work will be assessed by your teacher during the strand – My town writing/reading a timetable

SMSC & British Values:

Discussion of towns in Japan and differences to own culture.



Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memrise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading – train timetable
- Listening – directions and train timetable
- Speaking (- role play and picture description in a station)
- Writing – My town
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Year 9 Home Learning Expectations: Japanese

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)</p>
<p>How long should each task take?</p>	<p>Each task should take between 30 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)</p>

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teachers

Y10 STRAND 1 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of town vocabulary, weather and transport
- Directions
- Describing a region
- Giving and understanding opinions on your town
- Understanding and using more complex negative forms

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

MSMC & British Values:

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking



- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 2 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:



- Discussing what there is to do in your local area
- Question forms and key roleplay phrases
- Discussing the weather and the future tense
- Using a range of tenses to describe community projects

Assessed Tasks:

What work will be marked this term?

Reading and translation will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Discussing community projects and evaluating the progress made

M: Discussing how to engage diverse groups within one community

S: Talking about how we can get involved with our communities to improve them

C: Comparing different areas and their pros and cons

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):



Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 3 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Talking about holidays in the past, present and future tenses
- Ideal holidays
- Hotels - booking and reviewing
- Ordering in a restaurant

Assessed Tasks:

What work will be marked this term?

Reading and translation will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.



SMSC & British Values:

S: Discussing ideal holidays and understanding why this is different for everyone

M: Describing what went wrong during a holiday and why

S: Learning a range of key phrases to aid communication while on holiday

C: Learning about holidays in French speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (role play skills)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]



When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 4 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Talking about travel
- Buying souvenirs
- Talking about a holiday disaster
- Using the pluperfect tense for higher groups

Assessed Tasks:

What work will be marked this term?

Reading and translation will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Discussing ideal holidays and understanding why this is different for everyone

M: Describing what went wrong during a holiday and why

S: Learning a range of key phrases to aid communication while on holiday

C: Learning about holidays in French speaking countries



Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 5 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of school subjects
- Talking about your school
- Comparing school in the UK and French speaking countries
- Discussing school rules
- Talking about getting the best out of school
- Talking about a school exchange

Assessed Tasks:

What work will be marked this term?

No formal assessments will take place but your teacher will assess two tasks - he/she will inform you in advance.

SMSC & British Values:

S: Discussion of value of school trips as the opportunity to compare your own culture with the culture in German-speaking countries.

M: Understanding the effects our behaviour can have on our successes

S: Learning the basics of how to communicate with a host family(differences in polite language forms)

C: Comparison of British school system (in particular Comprehensive schools) with German school system.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?



- Reading
- Listening
- Speaking (Module 6 general conversation questions to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

They will also discuss how what they do and the skills this helps them to develop can have an impact on future career paths.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via

	doddlelearn.co.uk, which will be monitored by class teachers
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Y10 STRAND 6 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

- Revision of topics covered over the course of years 9 and 10
- Revision strategies and exam technique
- Practice of key exam question types

Assessed Tasks:

What work will be marked this term?

Reading, listening, writing and speaking will be assessed as part of the end of year exams.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:



Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: French [common for each strand of the year within a subject]

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 1 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

Daily Life

- Describing house and home
- Describing food and drink
- Living with an exchange family
- Describing daily routine

Assessed Tasks:



What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Comparing different daily routines and understanding where these differences come from

M: Understanding how to fit in and respect a different culture through an exchange

S: What makes a home? Is it the building or the relationships?

C: Understanding how we can learn from other cultures

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:



Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 2 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

Daily Life

- Discussing traditional German meals
- Discussing how and when social media and technology is used
- Discussing advantages and disadvantages of social media and technology

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Understanding how advances in technology can help us to understand better the world around us



M: Dealing with the dangers that social media bring with them

S: Appreciating what social media can bring to our interactions with each other

C: Students will be encouraged to appreciate German family culture and how families live and work together.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 3 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

Local Area, Tourism and Travel

- Describing forms of transport
- Making a hotel booking
- Discussing ways of travelling and buying train tickets
- Describing accommodation and associated problems
- Asking for and understanding directions

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Learning language for real life situations

M: Is it our responsibility to protect the planet for future generations? Looking at what is in place in Germany?

S: Learning key phrases to aid communication in a German hotel

C: Understanding German transport systems and how they differ from ours.



Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y10 STRAND 4 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

Local Area, Tourism and Travel

- Ordering at a restaurant
- Shopping for souvenirs
- Shopping for clothes
- Describing problems

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Discussing ideal holidays and understanding why this is different for everyone

M: Describing what went wrong during a holiday and why

S: Learning a range of key phrases to aid communication while on holiday

C: Learning about holidays in French speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading



- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 5 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:



Students will be following the GCSE course with the following topic areas:

Holidays

- Talking about popular holiday destinations
- talking about the weather
- Discussing different types of holidays
- Discussing holiday experiences

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Discussing ideal holidays and understanding why this is different for everyone

M: Describing what went wrong during a holiday and why

S: Learning a range of key phrases to aid communication while on holiday

C: Learning about holidays in German speaking countries

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:



Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 6 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

Holidays

- Discussing holiday plans

Town, Region and Country

- Describing where people live
- Assessing the advantages and disadvantages of where you live.



Assessed Tasks:

What work will be marked this term?

Students will consolidate their learning and take an exam during June where they will be assessed in all skills.

SMSC & British Values:

S: Fascination with the complexity of language

M: Expressing opinions with others who think differently

S: Students will be encouraged to work together to solve problems.

C: How the region of a country contributes to the culture of the country.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers



Year 10 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 1 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of town vocabulary
- Revision of tenses
- Revision of opinion phrases
- Giving and understanding opinions on your town
- Directions
- Souvenir shopping dialogue
- Describing a region

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Fascination with the complexity of language



M: Expressing opinions with others who think differently

S: Students will be encouraged to work together to solve problems.

C: How the region of a country contributes to the culture of the country.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 2 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- At the tourist office
- Future tense weather and weather forecast
- Clothes shopping
- Opinion of shopping
- Advantages and disadvantages of living in a city
- Ideal city

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Fascination with the complexity of language

M: Expressing opinions with others who think differently

S: Students will be encouraged to work together to solve problems.

C: Understanding the pros and cons of cities in Spain

Enrichment Ideas:



Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y10 STRAND 3 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of food vocabulary
- Revision of time
- Daily routine (past, present, future reflexive verbs)
- Body parts
- Illness and remedies
- At the Doctor's dialogue

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how our actions impact on our well being

S: Learning key phrases to enable students to communicate in Spanish

C: Learning about cultural differences going to the doctors in Spain and how to cope with these

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading



- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 4 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:



Students will be following the GCSE course with the following topic areas:

- World food
- Festivals and traditions
- Describing a special day
- Restaurant dialogue
- Problems in a restaurant
- Music and festivals

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: Learning about how celebrations in France differ to those in the UK

M: Showing an understanding of different beliefs and customs

S: Giving opinions on a range of social occasions

C: Showing an understanding of different beliefs and customs.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Role Play Skills)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:



Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 5 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of topics covered over the course of years 9 and 10
- Revision strategies and exam technique
- Practice of key exam question types

Assessed Tasks:

What work will be marked this term?



Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the half term - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers



Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 6 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Revision of topics covered over the course of years 9 and 10
- Revision strategies and exam technique
- Practice of key exam question types

Assessed Tasks:

What work will be marked this term?

Reading, listening, writing and speaking will be assessed as part of the end of year exams.

SMSC & British Values:

Students will be encouraged to work together to solve problems.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?



- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 10 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y10 STRAND 1 IVC LATIN CURRICULUM OVERVIEW



Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prescribed textual, archaeological and artistic sources from Culture Topic 2;*
- Topics in Roman culture appropriate to the prescribed sources;
- Common irregular verbs in present and past tenses;
- Principal parts of the verb;
- Common noun, adjective and pronoun endings;
- Introduction of new grammatical forms as appropriate to the group;
- Derivation of words (including compound words) in English and other European languages from Latin;
- Learning vocabulary from the OCR prescribed list.

*Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, grammatical analysis, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.

Assessment Criteria:

What skills are students developing this term?

- Translation and analysis of longer passages
- Comprehension of more complex and extended texts referring to present and past events
- Use of grammar tables and understanding of grammatical terminology



- Vocabulary learning
- Evaluating primary sources as evidence for Roman culture, social practices and values through comprehension and comparison

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 10 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Y10 STRAND 2 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prescribed textual, archaeological and artistic sources from Culture Topic 2;*
- Topics in Roman culture appropriate to the prescribed sources;
- Past tenses and participles;
- Introduction of new grammatical forms as appropriate to the group;
- Derivation of challenging vocabulary in English from Latin;
- Learning vocabulary from the OCR prescribed list.

*Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, grammatical analysis, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.

Assessment Criteria:

What skills are students developing this term?

- Translation and analysis of longer passages
- Comprehension of more complex and extended texts using a range of past tenses
- Use of grammar tables and understanding of grammatical terminology
- Vocabulary learning



- Selecting, analysing and evaluating primary sources and providing a personal response

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 10 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Y10 STRAND 3 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:



Students will follow the GCSE course and will study the following topic areas:

- Prescribed textual, archaeological and artistic sources from Culture Topic 2;*
- Topics in Roman culture appropriate to the prescribed sources;
- Grouping of nouns and verbs (declensions and conjugations);
- Introduction of new grammatical forms as appropriate to the group;
- Derivation of challenging vocabulary in English from Latin;
- Identifying English words with non-Latin roots;
- Learning vocabulary from the OCR prescribed list.

*Culture topics for examination rotate. See the OCR website for a list of topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, grammatical analysis, vocabulary knowledge and word derivations will be formally assessed at the end of the strand. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources.

Assessment Criteria:

What skills are students developing this term?

- Translation and analysis of longer passages and comprehension of extended texts in preparation for the study of original Latin literature
- Use of grammar tables and understanding of grammatical terminology
- Vocabulary learning
- Selecting, analysing and evaluating primary sources and providing a personal response



Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 10 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Y10 STRAND 1 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:



- Revision of town vocabulary, weather and transport
- Directions
- Describing a region
- Booking a hotel
- Focus on kanji for the above topics

Assessed Tasks:

What work will be marked this term?

Listening and speaking will be formally assessed at the end of the topic. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the topic - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S: Fascination with the complexity of language

M: Expressing opinions with others who think differently

S: Students will be encouraged to work together to solve problems.

C: How the region of a country contributes to the culture of the country.

Enrichment Ideas:

Use quizlet, and kahoot. A variety of cultural activities according to the calendar of festivals in Japan.

Use the following website for cultural information:

<http://web-japan.org/kidsweb/>

Trip to Japan autumn half term

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning



Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y10 STRAND 2 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

SCHOOL

- School trips
- School exchanges
- School events

Assessed Tasks:



What work will be marked this term?

Reading and translation will be formally assessed at the end of the topics. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the theme - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S - Students contemplate the difference in school systems

M - Students develop empathy with those from another culture

S - Students will be encouraged to work together to solve problems.

C - Discussing cultural differences and how we could incorporate some values into our own lives.

Enrichment Ideas:

Use quizlet, and kahoot.

Use <http://web-japan.org/kidsweb/>

To find out about Japan and its culture.

Use <https://www.erin.ne.jp/en/>

To follow the life of a school girl in Japan

Trip to Japan autumn half term

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.



Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y10 STRAND 3 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- IDENTITY AND CULTURE
- Who am I?
- Socialising with friends and family
- What makes a good friend
- Role models
- Focus on past events

Assessed Tasks:

What work will be marked this term?

Reading and writing will be formally assessed at the end of the topic. Tasks will be chosen to suit the group.



At least one more piece of work will be assessed by your teacher during the topic - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S – Discussing relationships and how they work

M – Students contemplate what is a good friend

S – Inviting friends to do something

C – What do students in Japan do in their free time with their friends?

Enrichment Ideas:

Use quizlet, and kahoot.

Use <http://web-japan.org/kidsweb/>

To find out about Japan and its culture.

Use <https://www.erin.ne.jp/en/>

To follow the life of a school girl in Japan

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Role Play Skills)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:



Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y10 STRAND 4 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Talking about future aspirations
- Future study
- Talking about volunteering
- Using plain form of verbs with conjunctions

Assessed Tasks:

What work will be marked this term?

Reading and writing will be formally assessed at the end of the topic. Tasks will be chosen to suit the group.

At least one more piece of work will be assessed by your teacher during the topic - your teacher will inform you of the task to be assessed. This will inform judgements on your end of strand flightpath.

SMSC & British Values:

S – Students reflect on future aspirations

M – Students discuss voluntary work here and in Japan



S – Students discuss own future hopes and wishes and own work experience including voluntary work

C – Students respect different working practices in Japan

Enrichment Ideas:

Use quizlet, to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Use <https://www.erin.ne.jp/en/>

To find out about part time jobs in Japan

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y10 STRAND 5 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course with the following topic areas:

- Bringing the world together
- Talking about sports and music events
- Talking about good causes and what you can do at school
- Using some complex grammatical structures including 積み・と思います・前に

Assessed Tasks:

What work will be marked this term?

Written review of a music or sports event

A presentation about a good cause

SMSC & British Values:

S – Students reflect on different events and festivals in Japan

M – Students accept values of different festivals in Japan

S – Students talk and write about an event at their own school to help others

C – Students show an understanding of a variety of events from around the world.

Enrichment Ideas:

Use quizlet, to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

<http://web-japan.org/kidsweb/>



Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster sessions.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y10 STRAND 6 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

- School – talking about rules and pressure,
- Celebrating success
- Revision of topics covered over the course of years 9 and 10
- Revision strategies and exam technique
- Practice of key exam question types

Assessed Tasks:

What work will be marked this term?

Reading, listening, writing and speaking will be assessed as part of the end of year exams.

SMSC & British Values:

S – students have a sense of enjoyment in their year of Japanese

M – students understand how to revise and get the best out of their learning

S – students collaborate and talk about school rules

C – students celebrate different festivals in Japan

Enrichment Ideas:

Use quizlet, to learn and practise your verbs and key vocabulary. You will find links on the Moodle for all revision sources. Get together with a friend to test each other and perform role plays.

Use Kahoot to test vocabulary.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:



Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster sessions.

Year 10 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks

Y11 STRAND 1 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of jobs
- Discussing career choices
- Talking about plans, hopes and wishes
- Discussing the importance of languages
- Applying for jobs
- Understanding case studies

Assessed Tasks:

What work will be marked this term?



3 tasks to be assessed over the course of the half term (writing/translation/preparation of general conversation questions). These tasks will be prepared at home and written under exam conditions in class.

SMSC & British Values:

Discussing the importance of an international outlook and being open-minded to learning new languages.

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Module 7 speaking answers to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 2 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Discussing problems facing the world
- The environment and what we can do to protect it
- Ethical shopping
- Volunteering
- Discussing big events

Assessed Tasks:

What work will be marked this term?

Reading, listening and writing will be assessed as part of the November mock exams.

(Mock speaking will take place in January)

SMSC & British Values:

S: How do we fit into the world around us?

M: How do our choices have an impact on others around the world?

S: What we can do as individuals to support our environment/communities?

C: Discussing big events and the impact that these have on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.



Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Module 8 speaking answers to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via

	doddlelearn.co.uk, which will be monitored by class teachers
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Y11 STRAND 3 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of all GCSE topics
- Exam and revision strategies
- Practice tasks to be completed in class.

Assessed Tasks:

What work will be marked this term?

Mock GCSE oral exams to take place in January.

At least one other piece of work to be assessed eg longer written task under exam conditions (90 or 130 words)

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Presentation topic for oral exam to be chosen by students - they should write out their presentation for teachers to check)
- Writing



- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 4 IVC FRENCH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of all GCSE topics
- Exam and revision strategies
- Practice tasks to be completed in class.



Assessed Tasks:

What work will be marked this term?

Mock exams to take place in March - writing, listening and reading will be assessed.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEIG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers



Year 11 Home Learning Expectations: French

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 1 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of jobs
- Asking and answering questions
- Understanding job descriptions
- Preparing a personal profile for job applications
- Talking about your dream job

Assessed Tasks:

What work will be marked this term?

3 tasks to be assessed over the course of the half term (writing/translation/preparation of general conversation questions). These tasks will be prepared at home and written under exam conditions in class.

SMSC & British Values:

S: Using complex language creatively to discuss more sophisticated issues

M: How does what we do now affect our future?

S: How does learning a language fit in with our local community?



C: Thinking about the importance of voluntary work and how this impacts on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Module 7 speaking answers to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: German

<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)</p>
<p>How long should each task take?</p>	<p>Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)</p>

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 2 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Discussing reasons for learning German and other languages
- Talking about using German beyond school

Assessed Tasks:

What work will be marked this term?

Reading, listening and writing will be assessed as part of the November mock exams.

(Mock speaking will take place in January)

SMSC & British Values:

S: Using complex language creatively to discuss more sophisticated issues

M: How does what we do now affect our future?

S: How does learning a language fit in with our local community?

C: Thinking about the importance of voluntary work and how this impacts on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening



- Speaking (Module 8 speaking answers to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 3 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:



- Describing international festivals and events
- Discussing ways of being involved in a sporting event
- Debating the advantages and disadvantages of a global sporting event
- Discussing the positive and negative aspects of a global music even

Assessed Tasks:

What work will be marked this term?

Mock GCSE oral exams to take place in January.

At least one other piece of work to be assessed eg longer written task under exam conditions (90 or 130 words)

SMSC & British Values:

S: How do we fit into the world around us?

M: How do our choices have an impact on others around the world?

S: What we can do as individuals to support our environment/communities?

C: Discussing big events and the impact that these have on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading

- Listening

- Speaking (Presentation topic for oral exam to be chosen by students - they should write out their presentation for teachers to check)

- Writing

- Translation

- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):



Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 4 IVC GERMAN CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Explaining what a school does to be environmentally friendly
- Revision of all GCSE topics
- Exam and revision strategies
- Practice tasks to be completed in class.

Assessed Tasks:

What work will be marked this term?

Mock exams to take place in March - writing, listening and reading will be assessed.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language



M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the

Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: German

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
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How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 1 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of jobs
- Discussing career choices
- Talking about plans, hopes and wishes
- Discussing the importance of languages
- Applying for jobs
- Understanding case studies

Assessed Tasks:

What work will be marked this term?

3 tasks to be assessed over the course of the half term (writing/translation/preparation of general conversation questions). These tasks will be prepared at home and written under exam conditions in class.

SMSC & British Values:

S: Using complex language creatively to discuss more sophisticated issues

M: How does what we do now affect our future?

S: How does learning a language fit in with our local community?

C: Thinking about the importance of voluntary work and how this impacts on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.



Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Module 7 speaking answers to be prepared)
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via

	doodlelearn.co.uk, which will be monitored by class teachers
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Y11 STRAND 2 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Types of housing
- Discussing problems facing the world
- The environment and what we can do to protect it
- Drugs
- Volunteering
- Discussing big events

Assessed Tasks:

What work will be marked this term?

Reading, listening and writing will be assessed as part of the November mock exams.

(Mock speaking will take place in January)

SMSC & British Values:

S: How do we fit into the world around us?

M: How do our choices have an impact on others around the world?

S: What we can do as individuals to support our environment/communities?

C: Discussing big events and the impact that these have on our communities

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Module 8 speaking answers to be prepared)
- Writing



- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 3 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of all GCSE topics
- Exam and revision strategies
- Practice tasks to be completed in class.



Assessed Tasks:

What work will be marked this term?

Mock GCSE oral exams to take place in January.

At least one other piece of work to be assessed eg longer written task under exam conditions (90 or 130 words)

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture

Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (Presentation topic for oral exam to be chosen by students - they should write out their presentation for teachers to check)
- Writing- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk , which will be monitored by class teachers

Y11 STRAND 4 IVC SPANISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Revision of all GCSE topics
- Exam and revision strategies
- Practice tasks to be completed in class.

Assessed Tasks:

What work will be marked this term?

Mock exams to take place in March - writing, listening and reading will be assessed.

SMSC & British Values:

S: The use of knowledge built up over the course to communicate creatively in the target language

M: Presenting our views in a way which fits in with the culture studied

S: Noticing our ability to communicate more confidently on a range of topics

C: Understanding a different culture



Enrichment Ideas:

Use quizlet, and memorise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking
- Writing
- Translation
- Vocabulary learning

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddlelearn.co.uk, which will be monitored by class teachers

Year 11 Home Learning Expectations: Spanish

When/how will homework be set?	Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doodlelearn.co.uk, which will be monitored by class teachers</p>
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Y11 STRAND 1 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prose literature set texts;*
- Complex sentences structures and forms and uses of the subjunctive;
- Derivation of challenging vocabulary in English and other modern languages from Latin;
- Devision of vocabulary from the OCR prescribed list;
- Revision of prescribed sources and topics in Roman culture from Culture Topics 1 & 2.*

*Literature set texts and Culture topics for examination rotate. See the OCR website for a list of texts and topicsexaminable by year.

Assessed Tasks:

What work will be marked this term?

Three tasks to be assessed over the course of the half term (language/ culture/ prose literature). Students will prepare for these tasks at home and complete them under exam conditions in class.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources literature set texts.

Assessment Criteria:

What skills are students developing this term?



- Comprehension, translation and grammatical analysis of extended passages including original Latin prose literature
- Identifying and assessing the impact of stylistic devices employed by Roman authors
- Placing Roman literature in its cultural context
- Vocabulary learning
- Selecting, analysing and evaluating primary sources and providing a personal response

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 11 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material or set text, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>
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Y11 STRAND 2 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prose literature set texts;*
- Verbs in a range of tenses (present, past and future) and in the indicative and subjunctive moods;
- Derivation of challenging vocabulary in English and other modern languages from Latin;
- Revision of vocabulary from the OCR prescribed list;
- Revision of prescribed sources and topics in Roman culture from Culture Topics 1 & 2.*

*Literature set texts and Culture topics for examination rotate. See the OCR website for a list of texts and topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Translation, comprehension, word derivations and knowledge of Culture topics and primary sources will be formally assessed in the November mock examinations. Prose set texts will be assessed in half term 3.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources literature set texts.

Assessment Criteria:

What skills are students developing this term?



- Comprehension, translation and grammatical analysis of extended passages including original Latin prose literature
- Identifying and assessing the impact of stylistic devices employed by Roman authors
- Placing Roman literature in its cultural context
- Vocabulary learning
- Analysing, evaluating and responding to primary sources from memory

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 11 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material or set text, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>
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Y11 STRAND 3 IVC LATIN CURRICULUM OVERVIEW

Key Content/Topics:

Students will follow the GCSE course and will study the following topic areas:

- Prose literature set texts;*
- Active and passive verbs in a range of tenses and in the indicative and subjunctive moods;
- Derivation of challenging vocabulary in English and other modern languages from Latin;
- Revision of vocabulary from the OCR prescribed list;
- Revision of prescribed sources and topics in Roman culture from Culture Topics 1 & 2.*

*Literature set texts and Culture topics for examination rotate. See the OCR website for a list of texts and topics examinable by year.

Assessed Tasks:

What work will be marked this term?

Students will be formally assessed on their knowledge of their prose set texts (translation, knowledge and understanding of cultural and historical context, stylistic analysis).

At least one other piece of work will be assessed e.g. a longer written task under exam conditions.

SMSC & British Values:

S: Fascination at the complexity of language

M: Understanding how to present opinions and to take those of others into account

S: Students are encouraged to engage with other to solve complex problems

C: Students will develop their understanding of the cultural and linguistic influences that have shaped their own and others' heritage and language(s).

Enrichment Ideas:

Use Quizlet to learn specified vocabulary and practise grammar. You will find links on the Moodle. Get together with a friend to test each other and to discuss your responses to primary sources literature set texts.

Assessment Criteria:

What skills are students developing this term?



- Comprehension, translation and detailed grammatical analysis of longer passages including original Latin prose literature
- Writing extended analyses of the content and style of literature set texts and expressing a personal response
- Vocabulary and grammar revision
- Analysing, evaluating and responding to primary sources from memory

Literacy/Numeracy:

- Development of key vocabulary
- Understanding the derivations of words in modern languages
- Memorisation techniques
- Strategies for analysing and understanding grammatical structures

Careers Links(CAEIG):

Students will enhance their vocabulary and understanding of the structure of languages, enabling them to progress in their language learning. Study of ancient civilisations can lead to careers in archaeology, museum and gallery work, teaching, academia and the media. Roman concepts and terminology are used in law, medicine and the sciences.

Intervention Tasks:

Students who are not meeting their target flightpath/ grade expectations will be set personalised tasks (for example, via Quizlet), which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.

Year 11 Home Learning Expectations: Latin

When/how will homework be set?	Twice a week in class and via Moodle. Students will be set one vocabulary learning and one other homework (e.g. translation, comprehension, grammar, revision, analysis of primary source material or set text, preparation for a written task).
How long should each task take?	Each task should take 30 - 40 minutes. Some tasks should be done in 10 minute chunks (e.g. vocabulary learning for weekly tests).
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate.

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks, which will be monitored by class teachers. Students may also be required to attend lunchtime sessions.</p>
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Y11 STRAND 1 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Cultural Life - Festivals
- Discussing festivals and celebrations in Japan
- Talking about your own cultural life including sports, reading, music and television
- Asking and answering questions

Assessed Tasks:

What work will be marked this term?

3 tasks to be assessed over the course of the half term

- writing about a festival attended
- Oral presentation and questions on sports and hobbies
- Reading on a sports event

These tasks will be prepared at home and written under exam conditions in class.

MSMC & British Values:

Discussing the importance of an international outlook and being open-minded to learning new languages.

Enrichment Ideas:

Use quizlet to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays. Trip to Japan. (half term)

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (speaking answers to be prepared)
- Writing



- Translation
- Vocabulary and kanji learning (see separate sheet for kanji details)

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of career paths through the target language and will think further about what they entail, advantages and disadvantages and what skills are necessary.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 11 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teacher and supervised at booster lunchtime sessions.

Y11 STRAND 2 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Using languages beyond the classroom
- Talking about future job and volunteer opportunities
- Learning kanji for the above topics



Assessed Tasks:

What work will be marked this term?

Reading, listening and writing will be assessed as part of the November mock exams.

(Mock speaking will take place in January)

SMSC & British Values:

Looking at different norms in Japan, different job opportunities and the pathways open to other cultures.

Enrichment Ideas:

Use quizlet, and to learn and practise your verbs and key vocabulary. You will find links for revision resources on the Moodle.

<http://web-japan.org/kidsweb/>

For cultural activities and information.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (speaking answers to be prepared)
- Writing
- Translation
- Vocabulary and kanji learning (see separate sheet for kanji details)

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Discussing and looking at future opportunities in the UK and in Japan

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.



Year 11 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention task be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teacher and supervised at booster lunchtime sessions.

Y11 STRAND 3 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Discussing travel and tourist transactions
- Health problems and solutions
- Learning kanji for the above topics
- Start revision of all topics

Assessed Tasks:

What work will be marked this term?

At least one other piece of work to be assessed eg longer written task under exam conditions (90 or 130 words) on the topic of travel

Listening for detail – in a doctor's surgery

(Mock speaking will take place in January – students will choose and prepare a mini presentation for task 3)

SMSC & British Values:

Discussing a wide range of national and international issues as part of exam tasks.

Enrichment Ideas:



Use quizlet, and to learn and practise your verbs and key vocabulary. You will find links for revision resources on the Moodle.

<http://web-japan.org/kidsweb/>

for cultural activities and information.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking (speaking answers to be prepared for mock oral in January)
- Writing
- Translation
- Vocabulary and kanji learning (see separate sheet for kanji details)

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAIEG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 11 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)

Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teacher and supervised at booster lunchtime sessions.

Y11 STRAND 4 IVC JAPANESE CURRICULUM OVERVIEW

Key Content/Topics:

Students will be following the GCSE course and will cover the following topics:

- Environmental issues – problems, how to be green and access to natural resources
- Discussion and preparation for exam techniques
- Kanji for the above topics

Assessed Tasks:

What work will be marked this term?

At least one other piece of work to be assessed eg longer written task

Further mocks will take place in March

Regular vocabulary and kanji tests

SMSC & British Values:

Discussing a wide range of national and international issues as part of exam tasks.

Enrichment Ideas:

Use quizlet, and to learn and practise your verbs and key vocabulary. You will find links for revision resources on the Moodle.

Assessment Criteria:

What skills are students developing this term?

- Reading
- Listening
- Speaking



- Writing
- Translation
- Vocabulary and kanji learning (see separate sheet for kanji details)

Literacy/Numeracy:

Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.

Careers Links(CAEIG):

Students will be looking at a range of more sophisticated discussion topics, which will be of a use for a number of careers and voluntary roles.

Intervention Tasks:

Students who are not meeting their target flightpath/grade expectations will be set personalised targets and asked to attend a booster session one lunchtime per week.

Year 11 Home Learning Expectations: Japanese

When/how will homework be set?	Once a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc)
How long should each task take?	Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (eg vocabulary learning for weekly tests)
Will this work be marked by a teacher?	Homework will be self or peer marked in class or taken in by the teacher where appropriate
How will Home Learning/ intervention tasks be used if a student is underachieving?	Students who are not meeting their target flightpath/grade expectations will be set personalised tasks which will be monitored by class teacher and supervised at booster lunchtime sessions.