



Key content

Each half term will focus on a new GCSE unit.

Autumn 1: Theme 1: Identity and culture - Topic 1: Me, my family and friends

Students will talk about family and friends, and life when they were younger. They will discuss what makes a good friend, and role models. They will also explore language needed for making arrangements to go out.

Autumn 2: Theme 1: Identity and culture - Topic 2: Technology in everyday life

Students will revise language for talking about sport and music, technology, and talking about life online. They will also use language to make comparisons between books, actors, films and television programmes.

Spring 1: Theme 1: Identity and culture - Topic 4: Customs and festivals in French-speaking countries/communities

Students will use language to describe daily living. They will also explore language required to talk about food for special occasions, family celebrations, festivals and traditions.

Spring 2: Theme 2: Local, national, international and global areas of interest - Topic 1: Home, town, neighbourhood and region

Students use language to describe a region, their town, village or district; and what to see and do there. They will also talk about the weather and community projects.

Summer 1: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism

Students will talk about holiday activities and preferences. They will look at using the formal register to book and review accommodation, and deal with problems. Students will then study using a range of tenses to talk about holidays.

Summer 2: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism; Revision for end of year exam and grammar practice and consolidation

Students will talk about holiday disasters and then revise the GCSE content they have learnt in preparation for their end of year exams. Students will then consolidate grammatical rules and conjugating verbs in a range of tenses in the final weeks of the term.

Key assessment points

Students will complete one assessment at the end of each unit approximately one per half term.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation).
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing. They will be required to complete three tasks:
 - a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level)
 - an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level).
 - a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level).

Each skill will account for 25% of total GCSE marks.

Christian ethos

This Scheme of Work overview was developed with reference GCSE examining body AQA, the ethical themes which all students study are based on Christianity. Students will learn denominational differences with key issues and learn key values such as forgiveness, honesty and kindness.

Within all lessons teachers will model the importance of kindness, honesty, forgiveness and the importance of treating each other how we wish to be treated in all we do in order to ensure students

actively develop these important behaviours. Students will also be regularly reminded to be polite, respectful and show good manners to everyone they meet. Students will also be taught to understand and respect other points of view even when they differ with their one.

There will also be regular liaising with key religious figures in the community throughout the units allowing students to engage in faith in action. Students will also have the opportunity to attend trips to places of worship and visit students from other backgrounds.

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

British values are regularly promoted through high quality RS teaching and by a positive behaviour policy which allows students to develop and demonstrate skills and attributes that will allow them to contribute in a positive manner in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our students.

Specifically, mutual tolerance and respect of those with different faiths and beliefs and those without a faith will be firmly encouraged whilst we study other religions and religious beliefs. In particular the units on religion and life, relationships and families will develop students understanding of different faiths, perspectives and beliefs.

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.