

Scheme of Learning: Bringing the world together

Topic Sequence:				
1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The second topic of Year 11 focuses on global and social issues. This will enable students to revisit previous topics such as "My rights and responsibilities" and "My health" (Y8), "Education around the world" (Y9) and the advantages and disadvantages of technologies.

Our main communicative goal is to express moral and social concerns as well as explaining problems and providing solutions.

Being able to refer to past wishes and future plans, as well as explaining their preferences and positions on social issues will also be key.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topics listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.**

Lesson Sequence:

This topic is formed of ten different elements of discussing social and global issues in French/Spanish. Each element spans approximately from three to four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created to raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to discuss social and global issues are:

- What is important to you?
- What worries you?
- In your opinion, what is the biggest problem for the planet?
- What are the problems in your town/area?
- What are some daily solutions?
- Do you think that you have a healthy diet/lifestyle?
- What do you do to destress from daily pressures?
- What are the pros and cons of the Internet / social media?
- Are you for or against school uniforms?
- Do you agree with the school rules?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. *Modal verbs: must/have to, can, want, should, need + infinitive*
2. *Sequencing / ordering / prioritising (first, then, etc)*
3. *Complex structures: "What worries me / What I like" etc.*
4. *Using the conditional: " We / I / people could / should"*
5. *Referring to future: going to, intend to*
6. *Present tense in "I/he/she" forms of key verbs (-er/-ar, do, modal verbs) inc. negative*
7. *Referring to the past (did/have done, used to)*
8. *Using reflexive verbs (eg: to destress yourself, to train yourself)*
9. *Comparative and superlative form*

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab
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Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish /French Sentence Builders : Beginners to pre- intermediate (Unit 8) Spanish /French Sentence Builders: pre-intermediate to intermediate: Unit 7 GCSE French/Spanish Revision Workouts: Technology & Media
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

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Sequence of Lessons:	
1	RETRIEVAL: Talking about likes and dislikes (family, hobbies, etc.)
2	What is important to you?: Modelling + Receptive processing
3	What is important to you?: Receptive processing + Structured production
4	What worries you?: Modelling + Receptive processing
5	What worries you?: Receptive processing + Expansion
6	What worries you?: Structured production
7	What is the biggest problem for the planet?: Modelling
8	What is the biggest problem for the planet?: Receptive processing
9	What is the biggest problem for the planet?: Receptive processing
10	What is the biggest problem for the planet?: Structured production
11	What are the problems in your town/area?: Modelling + Receptive processing
12	What are the problems in your town/area?: Receptive processing + Structured production
13	What are some daily solutions?: Modelling + Receptive processing
14	What are some daily solutions?: Receptive processing + Expansion
15	What are some daily solutions?: Structured production
16	Past Papers practice on Global Issues
17	Do you think you have a healthy diet/lifestyle? Modelling + Receptive processing
18	Do you think you have a healthy diet/lifestyle? Receptive processing + Expansion
19	Do you think you have a healthy diet/lifestyle? Structured production
20	What do you do to destress from daily pressures? Modelling + Receptive processing
21	What do you do to destress from daily pressures? Receptive processing + Expansion
22	What do you do to destress from daily pressures? Structured production
23	Past Papers practice on Healthy Lifestyle
24	What are the pros and cons of the Internet / social media? Modelling + Receptive processing
25	What are the pros and cons of the Internet / social media?
26	Are you for or against school uniforms? Modelling + Receptive processing
27	Are you for or against school uniforms? ? : Receptive processing + Structured production
28	Do you agree with the school rules? Modelling + Receptive processing
29	Do you agree with the school rules? ? : Receptive processing + Structured production
30	Past Papers practice on advantages and disadvantages of an issue