Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

As students enter Year 8, we want to develop their ability to accurately narrate events in the past, using effective sequences and giving opinions along the way. This means that a large focus of this topic is looking at the perfect/preterite tense (French/Spanish respectively). The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below. We also want them to develop their ability to give as much detail as possible in their written and spoken answers, when asked a simple question such as 'where did you go on holiday last year?'

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.

At this stage, students' should have a good phonic awareness and this will continue to be developed as a key focus throughout Year 8. Students will regularly read texts aloud and practise their transcription skills.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic 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 five different elements of narrating a past holiday in French/Spanish. Each element spans approximately 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 raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-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 describe a past holiday are:
- Where did you go on holiday? (When? Where? Who with? How did you travel there?)
- How was it?
- What did you do?
- Where did you stay? (What was it like?)
- What was the weather like?

With regards to grammatical sequencing, the structures students will focus on this topic include:
1. *I went / we went/ you went*
2. *I stayed, we stayed, you stayed*
3. *Perfect/preterite tense of regular verbs: To travel, to visit, to eat, to buy, to swim (I, we, you focus)*
4. *To + name of a place*
5. *It was / there was*
6. *Irregular verbs in the perfect/preterite tenses*
7. *Weather phrases*
8. *Time markers in the past: … ago, last year*
9. *Sequencers: firstly, then, after*

Sequence of Lessons:

1	Countries, people and transport: Modelling & awareness raising
2	Countries, people and transport : Receptive processing
3	Countries, people and transport: Structured production
4	Countries, people and transport: Expansion. **CHECKPOINT 1.**
5	Giving opinions in the past
6	Giving opinions in the past
7	Past holiday activities: Modelling & awareness raising
8	Past holiday activities: Receptive processing
9	Past holiday activities: Structured production
10	Past holiday activities: Expansion. **CHECKPOINT 2.**
11	Accommodation: Modelling & awareness raising
12	Accommodation: Receptive processing
13	Accommodation: Structured production
14	Accommodation: Expansion. **CHECKPOINT 3.**
15	Describing a past holiday: Automatisation and routinisation
16	Describing a past holiday: Automatisation and routinisation
17	Describing a past holiday: Spontaneity
18	Weather: Modelling & awareness raising
19	Weather: Receptive processing
20	Weather: Structured production

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab

Assessments: 3 '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.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Dynamo 2 textbook
Spanish: Viva 2 textbook