

Scheme of Learning: Education around the world

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:

The third topic of Year 9 builds on students' learning from Year 7 Term 2 and Year 8 Term 3 (describing buildings and locations, using impersonal structures). As well as regular retrieval of the topic of school, we compare subjects, facilities and education systems in Spanish-speaking countries. We also recap the Year 9 Term 1 topic of relationships to describe teachers. Finally, we look at giving a balanced argument by discussing the pros and cons of school uniform.

Our main communicative goal is to make sure students can compare and contrast and describe routine behaviour in the present.

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 topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from the topics listed above.**

Lesson Sequence:

This topic is formed of five different key parts of describing school life. Each element spans approximately four lessons. Some of these elements are retrieved from previous years and discussed with more depth and grammatical complexity. 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 talk about holiday situations are:

- What is your school like? (retrieval)
- Do you get on well with your teachers?
- What do you study? (retrieval)
- What are the rules in your school? (retrieval)
- What do you think of the uniform?
- What are the causes of stress at school?

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

1. The verb TO STUDY: Present, preterite/perfect and near future focus (I/we forms)
2. Direct object pronoun- it/them
3. The best/worst/good/bad thing is/are...
4. It is vs they are
5. Past/present/future of regular verbs

Sequence of Lessons:

1	RETRIEVAL: School subjects and school – related vocabulary
2	RETRIEVAL: School subjects and school – related vocabulary
3	Facilities- what is in your school?
4	School facilities: Modelling & awareness raising
5	School facilities: Receptive processing
6	School facilities: Structured production
7	School facilities: Expansion. CHECKPOINT 1
8	School subjects and opinions: Structured production
9	School subjects and opinions: Expansion
10	Do you get on well with teachers?: Structured production
11	Do you get on well with teachers: Expansion
12	School rules: Structured production
13	School rules: Expansion. CHECKPOINT 2.
14	Uniform: Modelling & processing
15	Uniform: Receptive processing
16	Uniform: Structured production
17	Uniform: Expansion CHECKPOINT 3
18	Stress at school: Modelling & awareness raising
19	Stress at school: Structured production
20	Bringing it all together: Spontaneity

Topic Resources:

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

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 and French Sentence Builders: Pre-intermediate to Intermediate (Units 11-15)
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)