

# Scheme of Learning: Around the world in 80 days

## 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 10 builds on students' knowledge and understanding gained in Years 7-9, based on discussing probabilities, making suggestions and describing places in Spanish and French. As well as regular retrieval, we introduce how to express wishes, discuss future plans and give opinions on locations. We also look at the practical situation of discussing these with people and how to structure a conversation on these themes.

Our main communicative goal is to ensure students are able to discuss these topics in more detail in line with the GCSE specification. They also need to be able to form and answer questions as this is a big part of the topic.

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 topics 1-3 listed above.**

## Lesson Sequence:

This topic is formed of five different elements of narrating and reacting to probabilities, future plans, suggestions and descriptions of locations 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 the festivals and celebrations are::

- What are your plans for this year?
- What are you going to do?
- What can you do in.....?
- What is your town/village like?
- What are the facilities there?

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

1. Question formation (focus you verb forms)
2. Present tense (retrieval) of regular and irregular verbs
3. Using weather phrases
4. Using imperatives
5. Using the simple future
6. Using impersonal expressions

## Sequence of Lessons:

1	Discussing probabilities and making predictions: Modelling & awareness raising
2	Discussing probabilities and making predictions: Receptive processing
3	Discussing probabilities and making predictions: Structured production
4	Making suggestions: Modelling & awareness raising
5	Making suggestions: Receptive processing
6	Making suggestions: Structured production
7	Probabilities and predictions: Expansion. <b>CHECKPOINT 1</b>
8	Making impersonal suggestions: Structured production
9	Making impersonal suggestions: Expansion
10	Making impersonal suggestions: Automatisation / routinisation
11	Describing location, appearance and characteristics: Modelling and awareness raising
12	Describing location, appearance and characteristics: Receptive processing
13	Describing location, appearance and characteristics: Structured production
14	Giving and asking for directions: Modelling & awareness raising
15	Giving and asking for directions: Receptive processing
16	Giving and asking for directions: Modelling & processing

## Sequence of Lessons:

17	Giving and asking for directions: Structured production
18	Location and directions: Expansion. <b>CHECKPOINT 2.</b>
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

## Topic Resources:

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

<b>Knowledge:</b>	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
<b>Application of Knowledge:</b>	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:

<b>Gianfranco Conti, Dylan Viñales and Ronan Jezequel</b>	Spanish and French Sentence Builders: weather, describing home and location
<b>Pearson</b>	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)