

Scheme of Learning: What does the future hold?

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 first topic of Year 11 is an introduction to the 'real world' such as earning money, careers, volunteering and the advantages and disadvantages of taking a gap year or getting married. This will enable students to revisit previous topics such as "My rights and responsibilities" (Y8), "Out & about abroad" (Y9) and "Around the world in 80 days" (Y10).

Our main communicative goal is to express moral and social concerns as well as indicating agreement and disagreement over a range of topics. 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 eight different elements of making plans for the future 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 the 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 "What [their] future holds" are:

- What do you have to / can / should you do at home?
- What would you like / are you going to study at college/university?
- What did you want to be (come) when you were younger?
- What job/career would you like to do in the future?
- What do you do to earn money?
- Do you have a (part-time) job?
- When do you work? How much do you earn?
- What do you have to / need to do for your job?
- Do you do any volunteering?
- Did you like your work experience?
- What are the positive and negative aspects of your/a job?
- Is taking a gap year a good idea?
- What would your ideal partner be like?
- Do you want to get married one day?

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. *Referring to future: going to, dream of, intend to, would like to + infinitive*
3. *Present tense in "I/he/she" forms of key verbs (-er/-ar, do, modal verbs) inc. negative*
4. *Referring to the past (did/have done, used to)*
5. *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: Self, Family and Friends (unit 10)
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

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Sequence of Lessons:	
1	RETRIEVAL: Using modal verbs to describe duties (chores)
2	RETRIEVAL: Using the future tenses to discuss post-16 options (studies)
3	Past and present wishes regarding jobs/careers: Modelling
4	Past and present wishes regarding jobs/careers: Receptive processing
5	Past and present wishes regarding jobs/careers: Structured production
6	Past and present wishes regarding jobs/careers: Expansion
7	Job description (hours, wages, duties): Modelling
8	Job description (hours, wages, duties): Receptive processing
9	Job description (hours, wages, duties): Structured production
10	Job description (hours, wages, duties): Expansion
11	Volunteering: Modelling + Receptive processing
12	Volunteering: Receptive processing
13	Volunteering: Structured production
14	Work experience (past): Modelling + Receptive processing
15	Work experience (past): Receptive processing + expansion
16	Work experience (past): Expansion + structured production
17	Advantages and disadvantages of a job: Modelling + receptive processing
18	Advantages and disadvantages of a job: Receptive processing
19	Advantages and disadvantages of a job: Structured production
20	Advantages and disadvantages of gap year/working abroad - wish
21	Advantages and disadvantages of gap year/working abroad - past
22	Advantages and disadvantages of gap year/working abroad - future
23	Advantages + disadvantages of gap year: Modelling + Receptive Processing
24	Advantages + disadvantages of gap year: Receptive Processing + Structured prod
25	Long term plans: Modelling + Receptive Processing
26	Long term plans: Receptive processing
27	Long term plans: Receptive Processing + Structured prod
28	Ideal partner
29	Views on marriage: case studies
30	Views on marriage: case studies + spontaneous production (written/verbal)