

# Scheme of Learning: Out and about abroad

## 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 second topic of Year 9 build on students' learning from Year 8 Term 1 and Term 2 (describing a past holiday, discussing diet). As well as regular retrieval of this topic, we introduce practical situations to do with holidays; room booking, complaints, ordering and complaining in a restaurant, asking for tourist information, etc. . We also look at describing the weather.

Our main communicative goal is to make sure students can explain problems and ask questions relating to this, understanding potential solutions. We will also look at narrating events.

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 holiday situations 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 talk about holiday situations are:

- Retrieval : Year 8 questions (past holiday and holiday activities, diet/foods and drinks)
- What sort of room would you like? (with follow up questions)
- What would you like to eat/drink? (with follow up questions)
- Where is the ... ?
- What can you do here?
- What is the weather like?

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

1. Infinitive structures (I want + infinitive, etc)
2. Question formation (focus question words)
3. Spanish: Ser vs Estar
4. Use of a past tense and present tense to contrast holidays normally and in the past
5. Use of formal 'you'
6. Impersonal verbs 'one can'
7. French: 'boire' focus on irregular present tense endings

## Sequence of Lessons:

1	RETRIEVAL: Describing a past holiday
2	RETRIEVAL: Holiday activities
3	Accommodation
4	Booking a room: Modelling & awareness raising
5	Booking a room: Receptive processing
6	Booking a room: Structured production
7	Booking a room: Expansion. <b>CHECKPOINT 1</b>
8	Complaints: Structured production
9	Complaints: Expansion
10	Restaurants: Modelling and awareness raising
11	Restaurants: Receptive processing
12	Restaurants: Structured production
13	Asking for directions: Modelling & awareness raising
14	Asking for directions: Receptive processing
15	Asking for directions and shops: Modelling & processing
16	Asking for directions and shops: Structured production
17	Asking for directions and shops: Expansion. <b>CHECKPOINT 2.</b>
18	Discussing tourist activities: Modelling & processing
19	Discussing tourist activities: Structured production
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: Pre-intermediate to Intermediate (Units 11-15)
<b>Pearson</b>	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)