

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

## Year 8 Overview 2023-24 – French

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
7 weeks (17 Lessons) (33 Days)										
Tues 5-Sep	A	1	Dynamo 2 module 1 Unit 1 L1&2 Talking about school holidays Revising the verbs avoir and être	Module 1  All five Skills: reading, writing, listening, speaking and translating should be covered every 3 lessons. Culture links/ engaging tasks)						
11-Sep	B	2	Unit 2 L3&4 Saying what you did during the holidays Using the perfect tense of regular –er verbs L5 Exam skill 40 word written task	Key Focuses: Module 2 GW: Students can use and demonstrate an understanding of Opinions in the past tense, understanding more perfect tense phrases, more connectives and time phrases, understanding some basic questions. BI: Varied opinions in the past tense, using perfect tense of ‘avoir’ verbs accurately, more connectives and time phrases, constructing questions. Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics EW: Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense						
18-Sep*	A	3	Unit 3 L6&7 Describing a visit to a theme park Using the perfect tense of irregular verbs Skills lesson Phonics and dictation	GCSE Links: travel and tourism						
25-Sep	B	4	Unit 4 L8&9 RECALL TASK Saying where you went and how Using the perfect tense of verbs that take être L10 Exam skill photocard	Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. Grammar focus – The past tense, describing a holiday Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.						
2-Oct	A	5	Unit 5 L11&12 Listening for negatives in the perfect tense Reading to spot the perfect tense in a text EBI RECALL TASK	Historical Links: Orthography – 26 letters from latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries.						
9-Oct	B	6	Unit 5 L13 & 14 Asking and answering questions Using the present and perfect tenses together L15 Exam skill – listening and reading tasks from the resource pack – appropriate to level of your gorup	15/09-17/09 Rosh Hashanah 23/9 International day of sign languages 2/10-8/10 Dyslexia awareness week 5/10 world teachers day 6/10 World cerebral palsy day						
16-Oct	A	7	L16 Extended writing preparation and completion and revisit and consolidate the past tense. L17 Feedback and EBIs for writing Skills lesson speaking – role play GCSE style	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Using the present tense with ‘er’ verbs and different pronouns.</td><td>To use the present tense with adverbs of frequency. To be able to use the perfect tense with avoir. Giving opinions in two tenses.</td><td>To be able to form the perfectt tense with etre and avoir as well as using different pronouns.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Using the present tense with ‘er’ verbs and different pronouns.	To use the present tense with adverbs of frequency. To be able to use the perfect tense with avoir. Giving opinions in two tenses.	To be able to form the perfectt tense with etre and avoir as well as using different pronouns.
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Half-Term			7 weeks (17 lessons) (34 Days)							

23-October	B	8	<b>Dynamo 2 module 2 les fêtes</b> <b>Unit 1 L1&amp;2</b> Talking about festivals and celebrations Saying what you like and dislike	<b>J'adore les fêtes 17 lessons</b>  <u>Unit Learning Outcomes:</u> <b>Key Focuses: Module 2</b> <b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. <b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense. <b>GCSE Links: Youth Culture, Lifestyle, French culture and festivals.</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with 'er' verbs. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. <b>Historical Links:</b> Orthography – 26 letters from Latin script, French traditions and festivals. . Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object. <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between freetime in France/ England and other Francophone countries.  Foundational Concepts  Tier 2/3 Vocabulary  Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, cultural events  Careers links: Discussion of job opportunities through the tourism sector.  <b>Equality Diversity and Inclusion (EDI) links?</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries.
6-Nov	A	9	<b>Unit 2 L3&amp;4</b> Describing festivals and special days  Using the present tense of regular <b>–ir and –re verbs</b> L5 ST1 revision <b>Skills lesson reading skills</b>	
13-Nov	B	ST1	<b>Unit 3 L6&amp;7</b> Buying food at a market  Using transactional language Writing and speaking focus on festivals focus <b>RECALL TASK</b>	
20-Nov	A	ST1	L8&9 <b>Exam completion and EBIS</b>	
27-Nov	B	12	<b>Unit 4 L10 &amp;11</b> <b>Listening and Reading Skills</b> (pp. 38–39) Using prediction to help with challenging listening passages Giving answers in French for a reading task <b>L12 Skills lesson</b> <b>RECALL TASK EBI</b>	
4-Dec	A	13	<b>Unit 5 L13 &amp;14</b> Talking about a future trip  Using the near future tense (with questions) <b>Skills lesson writing</b>	
11-Dec	B	14	<b>Unit 6 L15&amp;16</b>  Writing about New Year  Combining the present and near future tenses  <b>L17 Extended writing preparation and completion and revisit and consolidate the past tense.</b>	

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				<div>12/11 Diwali</div> <div>12/11 Remembrance Sunday</div> <div>13/11-19/11 Transgender awareness week</div> <div>14/11 World Diabetes Day</div> <div>1/12 World AIDS day</div> <div>3/12-24-12 Advent</div> <div>25/12 Christmas Day</div> <div>Hannukah 18/12-26/12</div> <div>Assessment (extended writing / ST1tasks)</div> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Saying what you do in free time and giving basic opinions</td><td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td><td>To be able to use and recognise 3 tenses in a text.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
Prior (Y7)	Current (Y8)	Next (Y9)								
Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
18-December			L18/19 How the French celebrate Christmas							
Christmas Holiday6 weeks (15 lessons) (30 Days)										
8-Jan	A	15	<div>Dynamo 2 module 3 le loisir</div> <div>Unit 1 L1&amp;2</div> <div>Talking about digital technology</div> <div>End of Unit Writing EBI</div> <div>Forming and answering a range of questions</div>	<div>Key Focuses: Module 3</div> <div>GW: Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</div> <div>BI: students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics.</div> <div>EW: students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense.</div> <div>GCSE Links: Youth Culture, Lifestyle</div> <div>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules.</div> <div>Grammar focus – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with ‘er’ verbs.</div> <div>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.</div> <div>Historical Links: Orthography – 26 letters from Latin script, French traditions and festivals. . Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</div> <div>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between freetime in France/ England and other Francophone countries.</div> <div>25/1 Burns night</div> <div>27/1 Holocaust memorial day</div> <div>LGBT+ history month</div> <div>1/2 World Hijab day</div>						
15-Jan	B	16	<div>Unit 2 L3&amp;4</div> <div>Arranging to go to the cinema</div> <div>Buying cinema tickets</div> <div>L5 skill focus speaking – photocard / transactional conversations and spontaneous speaking</div> <div>Skills lesson Phonics and dictation</div>							
22-Jan	A	17	<div>Unit 3 L6&amp;7</div> <div>Talking about leisure activities</div> <div>Using negatives</div> <div>RECALL TASK</div>							
29-Jan	B	18	<div>Unit 4 L8/9</div> <div>Spotting synonyms</div> <div>Looking up perfect tense verbs when reading</div> <div>RECALL TASK EBI</div>							
5-Feb	A	19	<div>Unit 5 L10 &amp;11</div> <div>Using three tenses when speaking</div> <div>Speaking from notes</div> <div>L12 Skills lesson writing 60 words in 3 tenses</div>							
12-Feb	B	20	<div>Unit 6 L13 &amp;14</div> <div>Revision of module 3</div> <div>L15 Extended writing preparation and completion and revisit and consolidate the past tense.</div>							
			<div>Unit 6 L15&amp;16</div>							

			Complete EN plus section – Research and present info on a French speaking diverse character such as Stromae or Omar Sy	6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year  Foundational Concepts  Tier 2/3 Vocabulary  Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, cultural events  Careers links: Discussion of job opportunities through the tourism sector.  <b>Equality Diversity and Inclusion (EDI) links?</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries. <b>Assessment</b> (extended writing / ST1tasks) <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Saying what you do in free time and giving basic opinions</td><td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td><td>To be able to use and recognise 3 tenses in a text.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
Prior (Y7)	Current (Y8)	Next (Y9)								
Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
Half-Term 5 weeks (12 lessons) (25 Days)										
26-Feb	B	22	Dynamo 2 module 4 le Monde est petit Unit 1 L1&2 Talking about where you live End of Unit Writing EBI Discussing the weather	Module 4: <b>Key Focuses: Module 4</b> <b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. <b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense. <b>GCSE Links: me and my region.</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with 'er' verbs. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. <b>Historical Links:</b> Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite						
4-Mar	A	23	Unit 2 L3&4 Describing where you live Skills lesson listening strategies Using pouvoir + infinitive L5 skill focus speaking – photocard / transactional conversations and spontaneous speaking							
11-Mar	B	24	Unit 3 L6&7 Listening for different persons of the verb  Using different strategies to decode words while reading RECALL TASK							
18-Mar	A	25	Unit 4 L8/9 Talking about daily routine  Using reflexive verbs RECALL TASK EBI							
25-Mar*	B	26	Unit 5 L10 &11 Talking about moving house							

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			<p>Using irregular adjectives (<i>beau, nouveau</i> and <i>vieux</i>)</p> <p><b>L12</b> Extended writing preparation and completion and revisit and consolidate the unit.</p> <p>Skills lesson speaking lesson reading out loud and answer questions spontaneously</p>	<p>mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</p> <p><b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between free time in France/ England and other Francophone countries.</p> <p><i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Saying what there is in your town</td><td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td><td>To be able to use and recognise 3 tenses in a text.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what there is in your town	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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Saying what there is in your town	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
Easter Holiday <sup>6,7</sup> 6 weeks (15 lessons) (29 Days)										
15-Apr	A	27	<p><b>Dynamo 2 module 5 le sport en direct</b></p> <p><b>Unit 1</b> L1&amp;2</p> <p>Talking about sports</p> <p>Using <i>jouer à</i> and <i>faire de</i></p>	<p>Module 5</p> <p><b>Key Focuses: Module 4</b></p> <p><b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</p> <p><b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics.</p> <p><b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense.</p> <p><b>GCSE Links: Youth Culture, Lifestyle</b></p> <p><b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules.</p> <p><b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with ‘er’ verbs.</p> <p><b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.</p> <p><b>Historical Links:</b> Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</p> <p><b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between free time in France/ England and other Francophone countries.</p>						
22-Apr	B	28	<p><b>Unit 2</b> L3&amp;4</p> <p>Giving opinions about sports</p> <p>Using the comparative</p> <p><b>L5 skills lesson - speaking</b></p>							
29-Apr	A	29	<p><b>Unit 3</b> L6&amp;7</p> <p><b>RECALL TASK</b></p> <p>Asking the way and giving directions</p> <p>Using the imperative</p>							
6-May*	B	ST2	<p><b>L 8/9</b> <b>RECALL TASK EBI</b></p> <p>ST2 Revision and preparation</p>							
13-May	A	ST2	<p><b>L10/11</b> ST2 completion and EBIs</p>							
20-May	B	32	<p><b>Unit 4</b> L12/13</p> <p>Using <i>il faut</i> to say ‘you must’</p> <p><b>L14 &amp;15</b></p> <p>Translating from French into English</p> <p><b>Skills lesson Phonics and dictation</b></p>							

				<div>Autism and stress awareness month. 25/4 World Malaria Day 26/4 Lesbian visibility day UK national walking month. 1/5-7/5 Deaf awareness week 23/05 Vesak</div> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Saying what sports you like</td><td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td><td>To be able to use and recognise 3 tenses in a text.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what sports you like	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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Saying what sports you like	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
Half-Term7 weeks (17 lessons) (35 Days)										
3-Jun	A	33	Unit 5 L 1 &2 Talking about injuries and illness  Taking part in a conversation with the doctor	<div>As above</div> <div>Key Focuses: Module 4</div> <div>GW: Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</div> <div>BI: students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics.</div> <div>EW: students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense.</div> <div>GCSE Links: Youth Culture, Lifestyle</div> <div>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules.</div> <div>Grammar focus – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with ‘er’ verbs.</div> <div>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.</div> <div>Historical Links: Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</div> <div>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between free time in France/ England and other Francophone countries.</div> <div>LGBTQ+ pride month. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day</div>						
10-Jun	B	34	L3&4 Extended writing preparation and completion and revisit and consolidate the unit.							
17-Jun	A	35	Film Module – Le petit Nicolas en vacances L5/6 watch film							
24-Jun	B	36	L7/8/9 character analysis							
1-Jul	A	37	L10/ 11 discuss film preferences and give opinions							
8-Jul	B	38	L11/12 Film review							
15-Jul	A	39	Discuss and create a presentation on a sports personality – new GCSE style. Skills lesson writing tasks							



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				Prior (Y7)	Current (Y8)	Next (Y9)
				Saying what you like on TV	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
(Total: 190 Days)						

\* Bank Holidays

Overview of Year 8	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 8, students will have learned
<b>GW:</b> (E.g. Grade 1)	Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. They can translate simple sentence to and from target language. (Grade 1)
<b>BI:</b> (E.g. Grades 2-3M)	Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple sentences with some degree of accuracy.
<b>EW:</b> (E.g. Grades 3U-4L)	Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 3U-4L).

- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)