



Curriculum Map for Spanish and French Year 7

YEAR 7	Autumn 1 - if starting with Spanish Autumn 2 - if starting with French	Autumn 1 - if starting with French Autumn 2 - if starting with Spanish
Topics	<p style="text-align: center;">Topic Title: Mi vida - My life</p> <ul style="list-style-type: none"> • Personal Details • School Items • Alphabet & Phonics • Pets • Family • Descriptions • Colours • Numbers 	<p style="text-align: center;">Topic Title: La rentrée - Back to School</p> <ul style="list-style-type: none"> • Personal Details • Numbers • Colours • Classroom • Time • School
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Introducing yourself and saying where you live • Asking how other people are and giving a range of answers • Saying what items you have in your school bag • Saying your age • Saying when your birthday is (months and numbers from 1 to 31) • The alphabet and Spanish phonics • Saying which pets you have • Using colours to describe pets • Talking about your personality • Talking about family members • Numbers from 31 to 100 • Describing your hair and eye colour 	<ul style="list-style-type: none"> • French phonics, pronunciation and spelling • Introducing yourself in French • Numbers up to 31 • Birthdays • Items in the classroom • Simple opinions • Colours • Telling the time • School subjects and giving my opinion on them • Describing my school opinion
How The Knowledge Is Developed	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details and provide an 	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an

	<p>accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> ➤ Read literary texts in the language (such as stories, songs, poems and letters) to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 	<p>accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> ➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.
Skills	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail • Use of prediction <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Using phonics to pronounce words • Describing a photo <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail • Skimming and scanning texts <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish • Developing cohesion and coherence when translating texts from Spanish into English • Grammar awareness • Making your writing interesting using AVOCADOS • Use of connectives • Use of intensifiers • Assessing my own and my partners work 	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail • Use of prediction <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Using phonics to pronounce words • Ask and answer questions • Describing a photo <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in French and translating into French • Developing cohesion and coherence when translating texts from French into English • Grammar awareness
Links To Prior Learning	Assumption that not all students in Year 7 have prior knowledge of Spanish although some may have basic vocabulary (name, numbers etc..)	Assumption that not all students in Year 7 have prior knowledge of French although some may have basic vocabulary (name, numbers etc..)
Literacy/ Numeracy	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Analysing English grammar and literacy to understand the following aspects of Spanish grammar:- • Using the main question words ¿Cómo? ¿Cuándo? ¿Qué? ¿Cuánto? • Introduction to idea of conjugation • Adjectival agreement • Negatives • Plurals • Definite and indefinite articles 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Analysing English grammar and literacy to understand the following aspects of French grammar: • Use the verb 'avoir' – to have • Use the indefinite article (a) • Use the definite article (the) • Make adjectives agree • use 'être' (to be) • Use the correct word for 'my'

	<ul style="list-style-type: none"> • Use of 'tengo' and 'no tengo' • Use of connectives and intensifiers • Use of '(no) hay' <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Calculations to consolidate number (1-100) in Spanish • Dates and age 	<ul style="list-style-type: none"> • Use -ER verbs to talk about likes and dislikes • Use adjectives after nouns • Use 'il n'y a pas' • Asking and responding to simple questions using Comment? Quand? Qui? Quel/le(s), Que, Est-ce que? • Feminine and masculine nouns • Connectives • Plurals of nouns • Use of qualifiers <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Calculations to consolidate number (1-31) in French • Dates and age • Understanding and telling the time
Cross Curricular	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question '<i>What differences are there between how we are named in the UK compared to the Spanish?</i>' <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Reflecting on the reason why we learn different languages • Reflecting on the role family and friends play • Exploring Spain and its languages. • Exploring celebrations from different countries (lessons on Christmas or Los días de los Muertos) <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • Geography: Spanish-speaking countries • English: the definite article, the indefinite article and grammatical terms • Maths: Counting to 100 • RE: Christian festivals <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Ideas of how learning Spanish can allow you to travel and better your work prospects in the future • Planning and giving a presentation about yourself 	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question 'What happens if a student in France fails their end of year exams? Do you agree with this?' <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Reflecting on clubs & activities -their benefits • Exploring how education differs in the UK and France • Reflecting on how education is a right • Exploring celebrations from different countries (lessons on Christmas or Halloween in France) <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • English: the definite article, the indefinite article and grammatical terms • Maths: Telling the time and counting to 31 • RE: Christian festivals <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Planning and giving a presentation about yourself
Assessment	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading

YEAR 7	Spring 1 – if starting with Spanish Spring 2 – if starting with French	Spring 1 – if starting with French Spring 2 – if starting with Spanish
Topics	<p style="text-align: center;">Topic Title:</p> <p style="text-align: center;">Mi tiempo libre - My Free Time</p> <ul style="list-style-type: none"> • Free time • Hobbies • Sports • Weather 	<p style="text-align: center;">Topic Title:</p> <p style="text-align: center;">On mange – Let’s Eat</p> <ul style="list-style-type: none"> • School canteen • Numbers • Breakfast foods • In a café • Weather
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Saying what you like to do • The present tense what it is and how it is formed • Saying what you do in your spare time • Talking about the weather • Saying what sports you do, using weather expressions • Reading about someone’s favourite things 	<ul style="list-style-type: none"> • Information about a French school menu and looking at prices in euros • What I eat and drink for breakfast • Counting to 100 • Ordering food and drink in a café • Talking about seasons and the weather • What I eat/drink in what weather • Opinions on food and drinks
How The Knowledge Is Developed	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material. ➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material. ➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.
Skills	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail 	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail

	<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Take part in extending conversation using question words and longer more interesting sentences • Assessing my own and other people's pronunciation <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail • Reading longer texts by recognising cognates and near cognates • Working out words from context <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Use of opinions • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish • Developing cohesion and coherence when translating texts from Spanish into English • Grammar awareness 	<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Oral skills in French • Using question words <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in French and translating into French • Developing cohesion and coherence when translating texts from French into English • Grammar awareness • Use of connectives • Use of opinions
Links To Prior Learning	<ul style="list-style-type: none"> • Connectives • Revision of regular AR verbs 	<ul style="list-style-type: none"> • Opinions • Numbers
Literacy/ Numeracy	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Analysing English grammar and literacy to understand the following aspects of Spanish grammar: <ul style="list-style-type: none"> - Use 'me gusta' plus infinitive - Use 'no' to make sentences negatives - Use 'porque' to give a reason - Use expressions of frequency - AR regular verbs in the present tense - Use the connective 'cuando' - 'HACER' and 'JUGAR' (irregular verbs in the present tense) - Recognising cognates and near-cognates <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Using temperatures when describing the weather 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Analysing English grammar and literacy to understand the following aspects of French grammar: <ul style="list-style-type: none"> - Forming the plural of nouns (-s and -x) - Using the partitive article - The conjugation of manger (-er verb) and boire (irregular verb) - Using the correct word for 'you': tu and vous / Being polite - Adapting language for context - Ask/Answering questions - Using the TL creatively <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Prices and different currencies. • Calculations to consolidate number (1-100) in French.
Cross curricular	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question - <i>Which sports originate from Spanish</i> 	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question - <i>What are the differences/similarities between an English/French breakfast?</i>

	<p><i>speaking countries and can you describe what they are?</i></p> <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring other countries in which Spanish is spoken and their weather • Exploring celebrations from different countries (lessons on Easter or Valentine’s Day) <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • PE: Discussing different sports from Spanish speaking countries. Looking at Flamenco dancing • Music: Looking at different Spanish music genres • Geography: Weather, climate and maps • RE: Christian festivals <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Weather report - linking to reporter/future jobs 	<p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring French food/eating style and comparing it to the British one • Exploring celebrations from different countries (lessons on Easter or Mardi gras) • Reflecting on importance of healthy eating • Reflecting on interaction with other people when ordering food in a coffee shop/restaurant <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • Food Tech: Discussing continental breakfast foods and comparing then to the UK • Drama: Creating a role play at a café • RE: Christian festivals • Geography: Weather, climate and maps <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Weather report - linking to reporter jobs • Roleplays in a café/restaurant linking to working in hospitality
<p>Cross Curricular</p>	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question - <i>Which sports originate from Spanish speaking countries and can you describe what they are?</i> <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring other countries in which Spanish is spoken and their weather • Exploring celebrations from different countries (lessons on Easter or Valentine’s Day) <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • PE: Discussing different sports from Spanish speaking countries. Looking at Flamenco dancing • Music: Looking at different Spanish music genres • Geography: Weather, climate and maps • RE: Christian festivals 	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question - <i>What are the differences/similarities between an English/French breakfast?</i> <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring French food/eating style and comparing it to the British one • Exploring celebrations from different countries (lessons on Easter or Mardi gras) • Reflecting on importance of healthy eating • Reflecting on interaction with other people when ordering food in a coffee shop/restaurant <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • Food Tech: Discussing continental breakfast foods and comparing then to the UK • Drama: Creating a role play at a café • RE: Christian festivals • Geography: Weather, climate and maps

	<p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> Weather Report - linking to reporter/future jobs 	<p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> Weather Report - linking to reporter jobs Roleplays in a café/restaurant linking to working in hospitality
Assessment	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> Listening Speaking Writing Reading 	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> Listening Speaking Writing Reading

YEAR 7	<p>Summer 1 - if starting with Spanish</p> <p>Summer 2 - if starting with French</p>	<p>Summer 2 - if starting with Spanish</p> <p>Summer 1 - if starting with French</p>
Topics	<p style="text-align: center;">Topic Title:</p> <p style="text-align: center;">Mi insti - My School</p> <ul style="list-style-type: none"> School Subjects Time School Facilities Break Time Food 	<p style="text-align: center;">Topic Title:</p> <p style="text-align: center;">En ville – In town</p> <ul style="list-style-type: none"> House My Town Weekend Plans Asking Someone Out Invitations
Substantive Knowledge – the knowledge taught by the teacher	<ul style="list-style-type: none"> Saying what school subjects you study Giving opinions about school subjects Understanding and telling the time Describing your school and what facilities there are Talking about break time and what you do Ordering food from the canteen The immediate future 	<ul style="list-style-type: none"> Where I live Rooms in the house Saying what there is (not) in my town Opinions on my town Saying where I go at the weekend Inviting someone out Reacting to an invitation The immediate future
How The Knowledge Is Developed	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, 	<ul style="list-style-type: none"> ➤ Listen to a variety of forms of spoken language to obtain information. ➤ Transcribe words and short sentences that they hear with increasing accuracy. ➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing. ➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation. ➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an

	<p>and provide an accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> ➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 	<p>accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> ➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. ➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.
Skills	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail • Predict before listening, using pictures and questions • Predict whilst listening <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Oral skills in Spanish • Using question words <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Use sequencers • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish • Developing cohesion and coherence when translating texts from Spanish into English • Grammar awareness • Check spellings and accents • Checking grammar • Using 2 tenses together 	<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Listening for gist and detail <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Oral skills in French • Using question words <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading for gist and detail • Look words up in a glossary • Adapt texts by substituting words <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Using 2 tenses together • General writing skills (how to organise a text) • Specific writing skills: developing accuracy when writing in French and translating into French • Developing cohesion and coherence when translating texts from French into English • Grammar awareness
Links To Prior Learning	<ul style="list-style-type: none"> • Days of the week • AR verbs • Opinion phrases • Adjectival agreements • Connectives • Indefinite and definite articles • adjectives 	<ul style="list-style-type: none"> • Opinions • Connectives • Asking questions • The infinitive • The present tense • Indefinite and definite articles • Adjectives
Literacy/ Numeracy	<p style="text-align: center;">Literacy</p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:</p> <ul style="list-style-type: none"> • Use the 'we' form of -ar verbs 	<p style="text-align: center;">Literacy</p> <p>Analysing English grammar and literacy to understand the following aspects of French grammar:</p> <ul style="list-style-type: none"> • Using il y a un / une / des ... and il n'y a pas de ...

	<ul style="list-style-type: none"> • Use me 'gusta/me gustan' + 'el/la/los/las' • Use adjectives correctly • Use the correct words for 'a/some' and the. • Use 'hay/no hay' • Use -er and -ir verbs • Use sequencers • Use the near future tense <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Understanding and telling the time. 	<ul style="list-style-type: none"> • The conjugation of aller / Using on va and nous allons • Using au / à la / à l' / aux • Using the definite article le to convey 'at' (le weekend) and 'on' (le samedi après-midi) • The conjugation of vouloir • Using sequencers: d'abord, puis, ensuite, après • Using the near future tense • Using the present and near future tenses together <p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Understanding and telling the time.
Cross Curricular	<p style="text-align: center;">PHSE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question 'What differences are there between Spanish and English Schools?' <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring the school system in Spain • Reflecting on different habits and routines in different countries • Reflecting on how education is a right <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • Maths: Telling the time • English: Checking grammar <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Role play dialogue in a café -linking this to working in a hospitality. 	<p style="text-align: center;">PHSE</p> <ul style="list-style-type: none"> • Expressing opinions and justifications and others respecting these views • Exploring the Kaleidoscope Question '<i>Can you compare High Wycombe to a town in France and describe what the differences and similarities are?</i>' <p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> • Exploring celebrations from different countries (lessons on Bastille Day or Le premier mai) • Reflecting about workers' rights (lesson on le premier mai) • Reflecting on differences between houses/towns in the UK and France • Reflecting on the importance of doing/organising social activities <p style="text-align: center;">Cross Curricular</p> <ul style="list-style-type: none"> • Geography: Compass points and maps <p style="text-align: center;">Gatsby Benchmarks</p> <ul style="list-style-type: none"> • Lesson on 'le premier mai' (international workers' day)
Assessment	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<p>Students will be formative and summative assessed during this topic on the following skill areas:</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading