






Holiday



In MFL we challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.




Prior Knowledge	Current	Future
<p>Pupils should have: Town and countryside</p>	<p>HEAD - Knowledge</p>  <ul style="list-style-type: none"> - Students learn vocabulary related to what you normally do on holiday, an ideal holiday, booking and reviewing hotels, travelling, buying souvenirs. - students revise their tenses. 	<p>Pupils should go on to: School life</p>
	<p>PERSONAL DEVELOPMENT <i>Personal Development</i></p>  <ul style="list-style-type: none"> - Students show Resilience by taking part in pair/ group work. 	
	<p>SKILLS <i>- Skills</i></p>  <ul style="list-style-type: none"> - Students must be able to: Understand written or spoken passages about what you normally do on holiday, an ideal holiday, booking and reviewing hotels, travelling, buying souvenirs. - Express information about what you normally do on holiday, an ideal holiday booking and reviewing hotels, travelling, buying souvenirs. 	



School life



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of holiday.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to: world of work</p>
	 <ul style="list-style-type: none"> - Students learn vocabulary related to school subjects and timetables - Comparing school in the UK and French-speaking countries, school exchanges - Revise tenses, learn il faut, il est interdit de ... 	
	<p>PERSONAL DEVELOPMENT</p>	
 <p><i>Personal Development</i></p> <ul style="list-style-type: none"> - Students show Resilience by taking part in pair/ group work. 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Students must be able to: Understand written or spoken passages dealing with school subjects and timetables Comparing school in the UK and French-speaking countries, school exchanges. Express information about school subjects and timetables Comparing school in the UK and French-speaking countries, school exchanges. 	



The world of work



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Prior Knowledge	Current	Future
<p>Pupils should have secure knowledge of:</p> <p>School life</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>World issues.</p>
	 <ul style="list-style-type: none"> - Students learn vocabulary related to jobs and work preferences, career choices plans, hopes and wishes, the importance of languages, jobs application. <p>Using the the subjunctive, direct objects.</p>	
	 <p>Personal Development</p> <ul style="list-style-type: none"> - Students show Resilience by taking part in pair/ group work. 	
<p>SKILLS - Skills</p>	 <ul style="list-style-type: none"> - Students must be able to: <p>Understand written or spoken passages about jobs and work preferences, career choices plans, hopes and wishes, the importance of languages, jobs application.</p> <p>Express information about jobs and work preferences, career choices plans, hopes and wishes, the importance of languages, jobs application.</p>	



World issues



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of the world of work unit.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Their exams.</p>
	 <ul style="list-style-type: none"> - Students learn vocabulary related to Problems facing the world, protection of the environment, ethical shopping, volunteering - Using the passive, indirect object pronouns 	
	<p>PERSONAL DEVELOPMENT</p> <p><i>Personal Development</i></p> <ul style="list-style-type: none"> - Students show Resilience by taking part in pair/ group work. 	
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Students must be able to: Understand written or spoken passages about problems facing the world, protection of the environment, ethical shopping, volunteering Express information about problems facing the world, protection of the environment, ethical shopping, volunteering 	