

PROMOTING OF BRITISH VALUES

Subject Area _____ MFL _____

Aspect to consider	Year 7	Year 8	Year 9
Democracy	<p>Term 1</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 1</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 1</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them.
	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them.
	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are 	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different 	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them.

	asked to give their opinion on different activities to improve them.	activities to improve them.	
The Rule of Law	Term 1 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 1 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 1 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations
	Term 2 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 2 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 2 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations.
	Term 3 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 3 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations	Term 3 The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations.
Individual Liberty	Term 1 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. 	Term 1 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. 	Term 1 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other.
	Term 2 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. 	Term 2 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. 	Term 2 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other.
	Term 3 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. 	Term 3 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and 	Term 3 <ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and

	<ul style="list-style-type: none"> Use of Kagan structures to share and listen to each other. 	listen to each other.	listen to each other.
Mutual Respect	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can. 	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can. 	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can.
	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can. 	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can. 	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can.
	<p>Term 3</p> <ul style="list-style-type: none"> Firm but fair approach to day to 	<p>Term 3</p> <ul style="list-style-type: none"> Firm but fair approach to day to day 	<p>Term 3</p> <ul style="list-style-type: none"> Firm but fair approach to day to day

	<p>day routine</p> <ul style="list-style-type: none"> • Welcoming classroom atmosphere • All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can. 	<p>routine</p> <ul style="list-style-type: none"> • Welcoming classroom atmosphere • All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can. 	<p>routine</p> <ul style="list-style-type: none"> • Welcoming classroom atmosphere • All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can.
Tolerance of those of Different Faiths and Beliefs	<p>Term 1</p> <p>Study of Christmas in Spain</p>	<p>Term 1</p> <p>Study of Christmas in Spain</p>	<p>Term 1</p>
	<p>Term 2</p> <p>Study of Easter in Spain</p>	<p>Term 2</p> <p>Study of Christmas in Spain</p>	<p>Term 2</p>
	<p>Term 3</p>	<p>Term 3</p>	<p>Term 3</p>

PROMOTING OF BRITISH VALUES

Subject Area _____ MFL _____

Aspect to consider	Year 10	Year 11
Democracy	<p>Term 1</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 1</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them.
	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them
	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities: students are asked to give their opinion on different activities to improve them.
The Rule of Law	<p>Term 1</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. • Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams. 	<p>Term 1</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. • Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.
	<p>Term 2</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. 	<p>Term 2</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations.

	<ul style="list-style-type: none"> Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams. 	<ul style="list-style-type: none"> Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.
	<p>Term 3</p> <ul style="list-style-type: none"> The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams. 	<p>Term 3</p> <ul style="list-style-type: none"> The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.
Individual Liberty	<p>Term 1</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other. 	<p>Term 1</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other.
	<p>Term 2</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other. 	<p>Term 2</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other.
	<p>Term 3</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other. 	<p>Term 3</p> <ul style="list-style-type: none"> Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. Use of Kagan structures to share and listen to each other.
Mutual Respect	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can. 	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. Students are settled in lessons They do not bully each other or call each other names if someone tries to use the Target Language. When someone is stuck, students help each other out when they can.
	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere Most of students demonstrate respect for foreign teachers 	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine Welcoming classroom atmosphere Most of students demonstrate respect for foreign teachers but

	<p>but also when asking questions about the French or Spanish culture, wanting to know more.</p> <ul style="list-style-type: none"> • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can. 	<p>also when asking questions about the French or Spanish culture, wanting to know more.</p> <ul style="list-style-type: none"> • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can.
	<p>Term 3</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine • Welcoming classroom atmosphere • Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can. 	<p>Term 3</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine • Welcoming classroom atmosphere • Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can.
<p>Tolerance of those of Different Faiths and Beliefs</p>	<p>Term 2 Lesson on Festivals in the France or Spain</p>	<p>Term 1</p>
	<p>Term 2 French: Songs from North-Africa taught (use of Arabic culture) also West Indies music introduced in Module 2: Leisure, Media and New Technologies Spanish: Songs from Spain and other Spanish speaking countries music introduced in Module 2: Leisure, Media and New Technologies</p>	<p>Term 2</p>
	<p>Term 3</p>	<p>Term 3</p>