

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

<b>The Rule of Law</b>	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
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<b>Mutual Respect</b>	Term 1 <ul style="list-style-type: none"> <li>• Firm but fair approach to day to day routine</li> </ul>	Term 1 <ul style="list-style-type: none"> <li>• Firm but fair approach to day to day routine</li> </ul>	Term 1 <ul style="list-style-type: none"> <li>• Firm but fair approach to day to day routine</li> </ul>

	<ul style="list-style-type: none"> <li>• Welcoming classroom atmosphere</li> <li>• All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more.</li> <li>• Students are settled in lessons</li> <li>• They do not bully each other or call each other names if someone tries to use the Target Language.</li> <li>• When someone is stuck, students help each other out when they can.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcoming classroom atmosphere</li> <li>• All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more.</li> <li>• Students are settled in lessons</li> <li>• They do not bully each other or call each other names if someone tries to use the Target Language.</li> <li>• When someone is stuck, students help each other out when they can.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcoming classroom atmosphere</li> <li>• All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more.</li> <li>• Students are settled in lessons</li> <li>• They do not bully each other or call each other names if someone tries to use the Target Language.</li> <li>• When someone is stuck, students help each other out when they can.</li> </ul>
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<b>Tolerance of those of Different Faiths and Beliefs</b>	<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>
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Aspect to consider	Year 10	Year 11
<b>Democracy</b>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Completion of Student Questionnaire</li> <li>• Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next.</li> <li>• Plenary activities: students are asked to give their opinion on different activities to improve them.</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Completion of Student Questionnaire</li> <li>• Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next.</li> <li>• Plenary activities: students are asked to give their opinion on different activities to improve them.</li> </ul>
	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Completion of Student Questionnaire</li> <li>• Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next.</li> <li>• Plenary activities: students are asked to give their opinion on different activities to improve them.</li> </ul>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Completion of Student Questionnaire</li> <li>• Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next.</li> <li>• Plenary activities: students are asked to give their opinion on different activities to improve them</li> </ul>
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<b>The Rule of Law</b>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations.</li> <li>• Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations.</li> <li>• Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.</li> </ul>
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<b>Individual Liberty</b>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis.</li> <li>Use of Kagan structures to share and listen to each other.</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis.</li> <li>Use of Kagan structures to share and listen to each other.</li> </ul>
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<b>Mutual Respect</b>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Firm but fair approach to day to day routine</li> <li>Welcoming classroom atmosphere</li> <li>Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more.</li> <li>Students are settled in lessons</li> <li>They do not bully each other or call each other names if someone tries to use the Target Language.</li> <li>When someone is stuck, students help each other out when they can.</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Firm but fair approach to day to day routine</li> <li>Welcoming classroom atmosphere</li> <li>Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more.</li> <li>Students are settled in lessons</li> <li>They do not bully each other or call each other names if someone tries to use the Target Language.</li> <li>When someone is stuck, students help each other out when they can.</li> </ul>
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<b>Tolerance of those of Different Faiths and Beliefs</b>	<p>Term 2</p> <p>Lesson on Festivals in the France or Spain</p>	<p>Term 1</p>
	<p>Term 2</p> <p>French: Songs from North-Africa taught (use of Arabic culture) also West Indies music introduced in Module 2: Leisure, Media and New Technologies</p> <p>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>