

	What we do	When we do it	How it helps students to develop our Alive theme
<b>Year 12</b>	<p>Debates in class and all invited to Bristol Debating Competition at a local school.</p> <p>Discussing a stimulus card</p>	<p>Term 1 and 2</p> <p>Term 3, 4, 5, 6</p>	<p>Students learn the rules of debating. They learn how to communicate their points in a concise and convincing manner in the target language. They also learn to listening effectively so that they can develop counter arguments. They learn to use a range of evidence to justify their arguments.</p> <p>Students learn to summarise key information and communicate this effectively in a limited time period. They learn to give their own opinion and support this with a range of evidence from the target language country. Students learn to discuss a range of current affairs in the target language.</p>
<b>Year 13</b>	<p>Debates in class and all invited to Bristol Debating Competition at a local school.</p> <p>Presenting and discussing individual research projects</p>	<p>Term 1 and 2</p> <p>Term 3, 4, 5, 6</p>	<p>Students learn the rules of debating. They learn how to communicate their points in a concise and convincing manner in the target language. They also learn to listening effectively so that they can develop counter arguments. They learn to use a range of evidence to justify their arguments.</p> <p>Students learn to research an area of interest from the target language country or culture. Students learn to present their findings in a succinct manner in a limited amount of time. They then develop their discussion skills; presenting their opinions, supporting their opinions with well-research evidence, and analysing their findings and how they link to current affairs.</p>

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Research We are Organised	Students to complete their own A04 Research for all units and add these resources to their files. Students directed to external sites and resources they can use independently to deepen their knowledge of the Francophone/Germanic/Hispanic world.	Students are encouraged to use a range of sources (online and offline) to research cultural knowledge for each unit of work. They are encouraged to organise their research notes through regular folder checks and the use of Padlet as a class sharing tool.
2	We can Communicate	Students have a fortnightly small-group speaking sessions with a Foreign Language Assistant to develop their skills in spoken French/German/Spanish in a variety of contexts.	Students engage in spontaneous conversation on a regular basis with a native speaker. They have to listen and interpret on the spot and respond to a range of topics.
3	We are Interdependent We are Organised	Students deliver pair/group presentations on the themes/character/social context/historical context of the films they are studying in French/German/Spanish.	Students learn to work as a team and share ideas with others. They learn to structure their thoughts and arguments to present a well-organised piece that will benefit their peers.
4	We can Communicate We can Review	Students taught specific essay-writing skills and how to respond to and structure an argument. Students are also taught to actively review their work to spot grammatical errors.	Students learn to communicate their ideas with an organised structure: PEEL (Point, Evidence, Explain, Link). They are given time to proof-read their work and their peers' work to develop this skill.
5	We are Resilient	A mock speaking assessment in which students should have a detailed discussion about a stimulus card.	Students are taught coping and repair strategies for when they make mistakes. They are taught how to revise and prepare for speaking tasks and encouraged to never give up and keep conversation flowing.
6	We are Interdependent	Students deliver pair/group presentations on grammar points that need reviewing following mock exams.	Students learn to work as a team and share ideas with others. They learn to structure their thoughts and create resources to present a well-organised piece that will benefit their peers.

## French/Spanish/German Year 13 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Research	<i>Individual Research Project (IRP)</i> : students organise their research and resources for their chosen IRP.	Regular progress checks and presentation with peers in class encourages them to research further to find answers for questions they couldn't respond to.
2	We value Justice and Respect	Students learn about political and social issues such as marginalisation, racism, and secularism. Students are given case studies to understand a range of viewpoints.	Students are given opportunities to discuss and debate these topics. Students try to put themselves in the positions of others, through the case studies.
3	We are Interdependent	Students are encouraged to take part in the Bristol Debates Competition in a local school.	Students learn the rules of debating. They learn how to communicate their points in a concise and convincing manner in the target language. They also learn to listening effectively so that they can develop counter arguments. They learn to use a range of evidence to justify their arguments.
4	We can Review	Mock exam revision and review- Students are taught revision strategies and review their areas of strength and weakness prior to the exams to help them target their revision. Students complete a review of their revision and performance following the mock exams.	Students are encouraged to reflect and identify what they need to revise and practise further. They are then given time to review their performance and improve their work based on feedback.