



Curriculum Guide for MFL

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1. Curriculum Rationale

For MFL



The de Ferrers Trust

- To create confident language learners who can confidently speak, understand text and speech and write about a range of topics (see curriculum map) in L2 (Language 2 i.e. French / Spanish depending on the cohort).
- To have an understanding of how language works and an appreciation of the similarities and differences between English and L2
- To promote Languages for all and Languages for life – dispel the myth that MFL is an elitist subject and not for everyone
- To actively and explicitly support and promote Literacy in English

He who knows no foreign languages knows nothing of his own.

-Goethe

- To open students' minds to the lives and culture of the people who speak L2 not only in France and Spain, but also in the countries that speak these languages around the world. To promote understanding and tolerance of the lives of others and their place in the world as global citizens.

To learn a language is to have one more window from which to look at the world.

-Chinese Proverb

Sequencing of topics, grammar and vocabulary

The topics have been selected taking into account the interests and experiences of students and to include the language that students will find useful to communicate in formal situations and with the students that they meet of their own age. Throughout these topics students will learn about people and cultures from outside of their everyday lives and they will have opportunities to understand more about other parts of the world. The sequencing introduces vocabulary and structures that will be revisited and interleaved throughout the key stage with the aim of embedding these in the long-term memory.

Grammar and vocabulary will be learnt through the content (topics). The aim is that grammar and vocabulary will be interleaved throughout topics. It will be systematically revisited in order to enable transferral from working memory to long-term memory.

A good example of this is the introduction of the past tense. In the first term of Year 7, students learn to use the verb "avoir" to say what sort of hair and eyes they have. During the year they will use avoir several more times: to talk about pets, houses and bedrooms. They will learn to use the 3rd person and then all parts of the verb in the present tense. At the end of the year they will have their first introductions of the perfect tense with "avoir" when they learn to say what they saw and what they visited in town.

In Year 8, they will revisit “avoir” to say what hurts and again will have some occasions where they see forms of the past tense “j’ai joué au foot et maintenant j’ai mal au pied”. In Year 9, they will be more explicitly taught how to form the past tense with “avoir” and “être”.

Grammar will be taught with Gianfranco Conti’s idea of *pop-up* grammar in mind. Grammar will be taught explicitly when appropriate as and when it comes up within the teaching of a topic but at other times this may be as lexical items with less of a focus on how the language works. Students across the ability range will be able to say, understand and write in L2. In year 7 there will be less of a focus on producing written language. However, it must be kept in mind that one of the most useful aspects of language learning for these students is looking at the similarities and differences between English and L2 highlighting, supporting and promoting Literacy in English.

In French:

- By the end of Year 7, students will be able to talk, understand speech and text and write about themselves, their life at school and home and where they live.
- By the end of Year 8, students will be able to talk, understand speech and text and write about a range of topics including food and drinks, parts of the body and healthy lifestyles and sport, clothes, school uniform and holidays (including the near future tense)
- By the end of Year 9 students will be able to talk, understand speech and text and write about their opinions of the media, jobs and holidays and should be able to recognise and produce three tenses.

In Spanish:

- By the end of Year 7, students will be able to talk, understand speech and text and write about themselves, where they are from, opinions, pets, family, sports, music and social media profiles.
- By the end of Year 8, students will be able to talk about where they live, their house and town and their school. They will be able to use the future tense to talk about their future plans.
- By the end of Year 9, students will be able to talk, understand speech and text and write about food, drink and a healthy lifestyle, holidays in the past and future tense, technology, media and jobs.

The KS3 curriculum is designed to give students a solid foundation of the knowledge, understanding and skills to build in order to be successful at GCSE.

SEND Intent

Our curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies such as the Magnificent 7 where needed. Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments where needed to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Teaching strategies in MFL:

Teachers aware of specific SEND needs of their students. They know their classes and have read passports about their students.

Do Now activities for memory recall and spiral learning for repetition.

Tasks broken down into small steps.

Lots of repetition and speaking tasks.

Reading aloud using tracking techniques and phonics.

Transcripts used when giving feedback on listening tasks.

White boards to improve writing skills – ratio building for all students to think hard about the task and see stages of improvement.

Showbie used for immediate feedback for all students to see improvements to work and excellent models. Misconceptions quickly identified.

Verbal feedback recorded.

Teachers are careful to avoid overload of vocabulary and information. Lots of repetition of common phrases and vocabulary and explicit links made between links between lessons and topics.

2. What students will learn in MFL

	By the end of Year 9	By the end of Year 11
Knowledge	Students will have some vocabulary to enable them to talk and write about a range of topics as outlined in the curriculum map. Students will know some have begun to understand the importance of using a range of vocabulary and a variety of structures.	Students will have the vocabulary to be able to talk and write about a range of topics. Students will know a variety of linguistic and grammatical structures including more complex grammatical structures.
Skills	Students will have developed the skills necessary to be <i>language detectives</i> . They will understand that they do not need to know everything in L2 as they will be equipped with a range of strategies to enable to work out meaning of language.	Students will have further developed and honed their skills as <i>language detectives</i> . They will understand that they do not need to know everything in L2 as they will be equipped with a range of strategies to enable to work out meaning of language.
Understanding	Students will understand text and speech about a range of topics as outlined in the curriculum map. Students will have begun to understand the importance of using a range and variety of structures.	Students will understand text and speech about a range of topics. Students will understand a variety of linguistic and grammatical structures including more complex grammatical structures along with how and why these make their speaking and writing more sophisticated. They will understand what makes a good piece of writing and how to articulate

		concepts and ideas through spoken language.
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3. Curriculum Map

See MFL KS3 Curriculum Map

below:-

French KS3

Year 7
Greetings, colours, numbers, age, self.
Family, descriptions of others
Houses, bedrooms, prepositions
Sports, present tense verbs
School subjects and routines, time.
Places in town, aller, directions

Year 8
Food and drink, opinions and meals
Shops, restaurants, quantities
Body parts, illness, health, sport, future tense
Clothes, opinions, school uniform, future tense
Holidays, weather, future tense
Future holidays

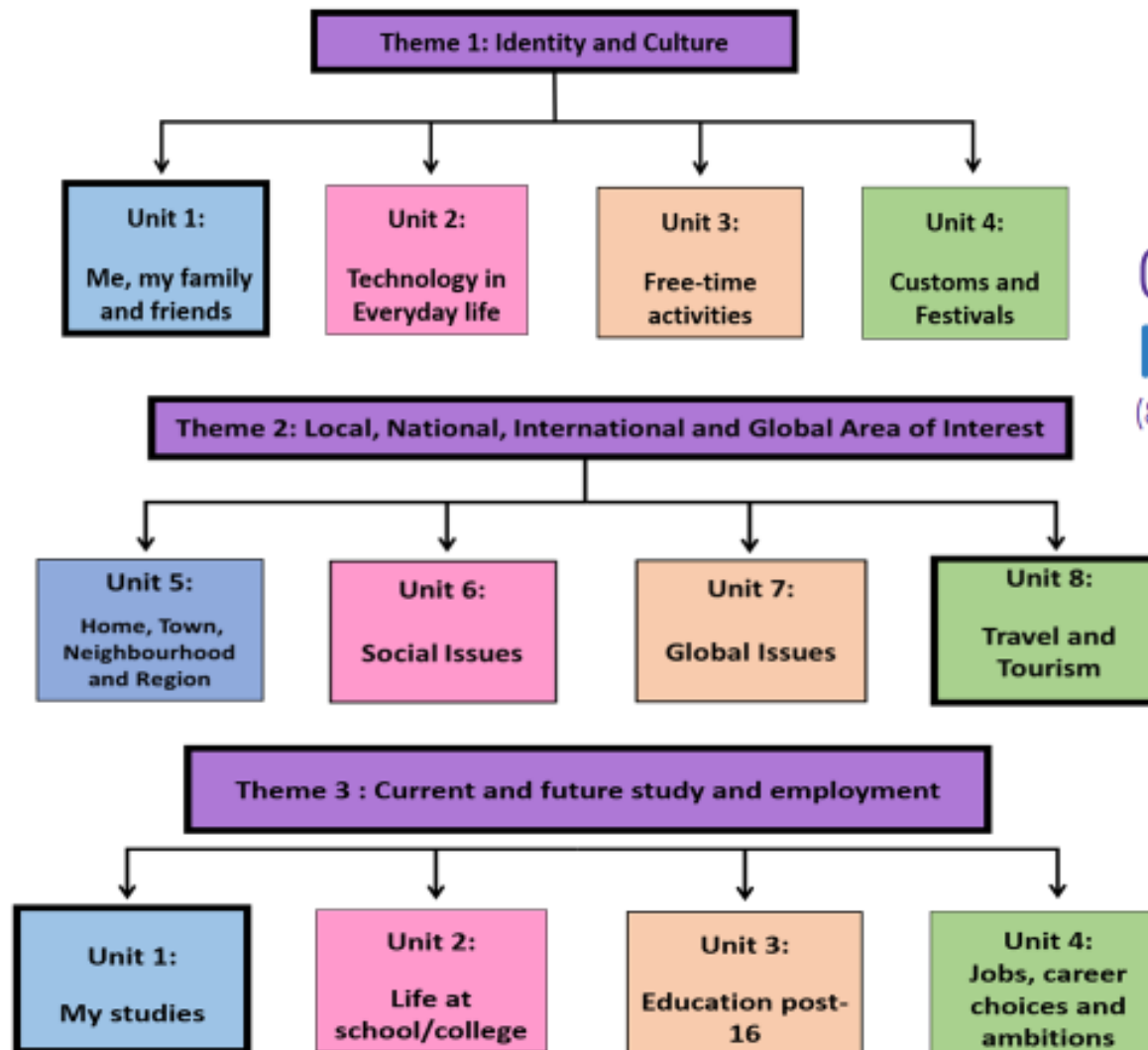
Year 9
Holidays, weather and a meal out in the past
Using 3 tenses to talk about holidays
TV, cinema and negatives
Music, concerts and technology
Jobs and helping around the home
Future ambitions, money, shopping and saving

Spanish KS3

Year 7
Greetings, alphabet, numbers, age, birthdays
Countries, nationalities, classroom items,
Family and pets
Hair, eyes, physical and personality descriptions
Hobbies, sport and weather
Music, musicians, instruments, opinions

Year 8
Houses, furniture, bedroom
Household chores, ideal houses
Places in town, directions, activities in town
Comparing places, changes over time
School subjects and routines
School routines, future plans, ideal school

Year 9
Food and drink, mealtimes and eating out
Health, body parts, giving health advice
Holidays, activities, transport, past tense
Holidays in the past and future tense
Internet, social media, films, TV and music
Jobs, part-time jobs, using ser and estar.



4. Assessment Plan

Cross Trust assessments to be completed before the 2 data entry points. These will be vocab tests, reading, listening, speaking and writing tests.

In between each Cross Trust assessment, there will be an internal assessment following a similar style. Results of internal assessments will be entered onto the MFL progress tracker.

5. Specialist Vocabulary

KS3 vocabulary

Key vocabulary available on cross trust knowledge organisers.

AQA GCSE French

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/vocabulary>

AQA GCSE Spanish

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary>

6. Cultural Capital

	Experiences that students experience in MFL that enrich their learning
Year 7	An introduction to France and the reasons for learning to communicate in another language.
Year 8	Visit to France for immersion experience in centre near Boulogne. Learning about places people live in and comparing their home with places in Spain and Latin America.
Year 9	Talking about the media in L2.
Year 10	Social issues, literary texts, environmental problems.
Year 11	Foreign travel, social issues, environmental issues, jobs and aspirations.

7. Homework and independent learning

At Key Stage 3 students will be encouraged to consolidate their learning with Duolingo and we will have prizes during the year to encourage participation. They will also complete a Read Aloud task once per half term. At Key Stage 4, students will be set one hour of homework for the following week and these will include:

- Vocabulary learning
- Duolingo
- Linguascope for engagement and consolidation
www.linguascope.com
- Interactive grammar practice
www.languagesonline.org.uk
- Read aloud tasks. Listen to the recording from the teacher and read a passage aloud onto Showbie.
- Revision for assessments