

Modern Foreign Languages (MFL)

Powerful knowledge in MFL is understanding how language is formed, knowing how to communicate effectively and developing an understanding of the wider world beyond the students' everyday experience.

MFL overview of curriculum endpoints for each academic year:

	Listening	Speaking	Reading	Writing/ Translation	Grammar
Year 7: Ideas about myself (me and my family, school, hobbies)	Accessing sentences and longer texts in the present tense of up to 1 minute and applying skills to succeed in exam style questions (multiple choice and answer in English) alongside short dictations.	Able to communicate in the present tense in short and extended sentences to give factual information and express justified opinions with accurate pronunciation	Accessing sentences and short paragraphs in the present tense applying skills to succeed in exam style questions (multiple choice, gap fill and answer in English)	Able to translate short sentences and produce a paragraph of 40+ words in the present tense about themselves and others, giving justified opinions and using simple connectives, qualifiers and time markers with accurate spelling	<ul style="list-style-type: none"> I have/am, he&she has/is, they have/are It is There is Conjugation of study/play/ do and other verbs in the present tense I like, love, hate, think Infinitive structures, e.g I like playing Negative structures Simple connectives: and, but, because Simple qualifiers: very, quite, a bit Adjectival agreement
Year 8: Comparing my opinions with others (film/TV, technology, where I live, food and drink)	Accessing sentences and longer texts in the present and near future tenses of up to 1 minute and applying skills to succeed in exam style questions (multiple choice and answer in English) alongside short sentence dictations	Able to communicate in the present tense in extended sentences to give factual information and express justified and contrasting opinions, and compare ideas with accurate pronunciation. Able to communicate in short sentences about future events.	Accessing short and longer paragraphs in the present and near future tenses and applying skills to succeed in exam style questions (multiple choice, gap fill and answer in English)	Able to translate short sentences and produce a paragraph of 60+ words in the present tense about themselves and others as well as some reference to near future tenses, giving justified opinions, contrasting opinions of others and using more advanced connectives, qualifiers, and comparison phrases with accurate spelling	Retrieval of Year 7 Grammar plus: <ul style="list-style-type: none"> Conjugation of like/love/hate/think to give contrasting opinions Giving pros and cons Comparisons Connectives: however, also Near future: It will be, I am going to eat, I am going to drink, I am going to go/travel
Year 9: Myself and the world	Accessing longer texts in the present, near future and past tenses and	Able to communicate in the present, past and future tenses in extended sentences using	Accessing longer paragraphs in the present, near future and	Able to translate short sentences and produce a paragraph of 90+ words in the present tense about themselves	Retrieval of Year 7/8 Grammar plus: <ul style="list-style-type: none"> Conjugation of be/have/go past tense conjugation

around me (Holidays, relationships and future plans, and celebrity culture)	applying skills to succeed in exam style questions (multiple choice, answer in English and French/Spanish) alongside dictations	narration sequencers to give factual information and express justified and contrasting opinions, and compare ideas with accurate pronunciation.	past tenses and applying skills to succeed in exam style questions (multiple choice, gap fill, answer in English and French/Spanish)	and others as well as writing in past and near future tenses, giving a range of justified opinions, contrasting opinions of others and using advanced connectives, qualifiers, narration and comparison phrases with accurate spelling	<ul style="list-style-type: none"> • Narration phrases • future tense conjugation • Conditional mood: I would like, it would be • Modal verbs: I want, I can, you can • Reflexive verbs with I and he/she • Connectives: although
Year 10: A deeper look at myself as well as world issues (media, hobbies, my home, environment, holidays)	Accessing a range of texts in the present, near future and past tenses and applying skills to succeed in exam style questions of the foundation paper of GCSE	Able to communicate in the present, past and future tenses using a range of pronouns in extended sentences using narration sequencers to give factual information and express justified and contrasting opinions, and compare ideas with accurate pronunciation. Able to discuss a photo using developed ideas and reply to “surprise” questions in past and future tenses	Accessing a range of texts in the present, near future and past tenses and applying skills to succeed in exam style questions of the foundation paper of GCSE. Translating short paragraphs into accurate English	Able to translate short paragraphs and produce a paragraph of 90+ words in the present tense about themselves and others as well as writing in past and near future tenses, giving a range of justified opinions, contrasting opinions of others and using advanced connectives, qualifiers, narration and comparison phrases with accurate spelling	Retrieval of KS3 Grammar plus: <ul style="list-style-type: none"> • Development of all 3 tenses using a range of verbs • Conjugation of modal verbs • Conjugation of conditional mood • Subjunctive
Year 11: A deeper look at my present and future plans (school, work, social issues, relationships) and recapping all knowledge for the public exams	Accessing a range of longer texts in the present, near future and past tenses and applying skills to tackle the different exam style questions of the higher paper of GCSE	Able to communicate in the present, past and future tenses using a range of pronouns in extended sentences using narration sequencers to give factual information and express justified and contrasting opinions, and compare ideas with accurate pronunciation. Able to ask questions Able to cope with “role plays” on a variety of topics Able to discuss a photo using developed ideas and reply to “surprise” questions in past and future tenses	Accessing a range of longer texts in the present, near future and past tenses and applying skills to tackle the different exam style questions of the higher paper of GCSE Translating longer paragraphs into accurate English	Able to translate paragraphs and produce a paragraph of 90+ and 150+ words in the present tense about themselves and others as well as writing in past and near future tenses, giving a range of justified opinions, contrasting opinions of others and using advanced connectives, qualifiers, narration and comparison phrases with accurate spelling	Retrieval of KS3 and Year 10 Grammar plus: <ul style="list-style-type: none"> • Reflexive verbs • Subjunctive • Superlative • Complex structures as stated in the GCSE specification e.g If clauses • Formation of questions

Key Stage 3 MFL Curriculum Journey- Year 7

The curriculum in Year 7 will inspire learners to appreciate French/ Spanish by immersing them into the language and cultural practices in order that they can communicate confidently

YEAR 7	AUTUMN 1	SPRING	SUMMER
Theme and BQ	How do I describe myself and my family/friends?	How do I describe my school?	How do I talk about hobbies and sports?
Foundational Knowledge Prior learning needed	Not all students will be studying a language that they studied at KS2 due to a large number of feeder schools (38) When applicable we will build on KS2 fundamental knowledge and make links to other languages studied: numbers, colours, basic greetings. These are not needed but help students feel more confident with what they will learn.	High frequency vocabulary including : connectives, intensifiers, first verb conjugation of “have” and “be”	High frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives
PK- Vocab:	Being able to <ul style="list-style-type: none"> understand the key phonics and classroom language greet people recognise and name numbers to say your age recognise and name months and say your birthday recognise and name colours to describe appearance using the verb “have” recognise and use adjectives for character (personality) using the verb “be” recognise and name family members to be able to describe them 	Being able to <ul style="list-style-type: none"> recognise and name school subjects to state what you study use opinion phrases to discuss school subjects use adjectives and PK from Autumn to describe teachers Retrieval <ul style="list-style-type: none"> Numbers for discussing the school day/ time table/ number of subjects 	Being able to <ul style="list-style-type: none"> recognise and name hobbies and sports and give justified opinions about them use “play” and “do” to say what you do in your free time/after school contrast your opinion with those of others Retrieval <ul style="list-style-type: none"> Opinion phrases

PK- Grammar:	Learn <ul style="list-style-type: none"> to use first person verb 'I have' to use the definite and indefinite article for masculine/feminine / plural noun as well as rule for adjective endings to form the negation (no / ne.. pas) to use the verb <i>to have</i> in present tense (first and third person) - about adjectival agreement (masculine, feminine, plural) to use present tense of 'to be' for first and third person verb 	Learn <ul style="list-style-type: none"> to use the verb 'study' in the first person to understand how to conjugate and use "study" in the full paradigm to use opinion verbs to state likes/dislikes to justify opinions with because Development <ul style="list-style-type: none"> use of adjectival agreement (masculine, feminine, plural) 	Learn <ul style="list-style-type: none"> to conjugate regular verbs in the present tense (jouer/jugar) to use of opinion verbs + infinitive to state likes/dislikes of hobbies to give contrasting opinions of others the rule for I play + article (<i>au/à la</i> in French/ <i>al</i> in Spanish) Retrieval and Development <ul style="list-style-type: none"> Develop by using justified opinions with other connectives such as however
Links with the National Curriculum	<ul style="list-style-type: none"> read and show comprehension of original and adapted materials from a range of different sources provide an accurate English translation of short, suitable material 	<ul style="list-style-type: none"> transcribe words and short sentences that they hear with increasing accuracy read literary texts in the language [such as school timetables, sports centre timetables], to stimulate ideas, develop creative expression and expand understanding of the language and culture 	<ul style="list-style-type: none"> initiate and develop conversations, coping with unfamiliar language and unexpected responses discover and develop an appreciation of a range of writing in the language studied write using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language
Literacy (including reading)	<ul style="list-style-type: none"> writing : spellings of key words through dictation grammar : verb conjugation reading : from sentence level to short paragraphs listening : recognising words to sentences and being able to write these with a good degree of accuracy speaking : pronunciation of words / combination of letters 	<ul style="list-style-type: none"> writing : accurate spellings on word and sentence levels including dictation grammar : conjugation in present tense, , infinitive structures, reading / listening : accessing longer material and applying skills to succeed in exam style questions speaking : sentence level to express opinions / contrast with someone else's 	<ul style="list-style-type: none"> writing : accurate spellings on word and sentence levels including dictation grammar : conjugation in present tense, infinitive structures, modals, negative structures reading / listening : accessing longer material and applying skills to succeed in exam style questions speaking : sentence level to express opinions / contrast with someone else's
Cultural Capital and Social, Moral, Spiritual and Cultural Development	Social: discussing yourself and others Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> European day of languages Day of the Dead 11th November Christmas / New Year 	Cultural : exposure to French./Spanish school system Social: discussing likes and dislikes. Using social skills in different contexts Cultural: comparing sports popular in other nations with those popular in Britain Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> NYE 	Cultural : exposure to French/Spanish sports, eg petanque Social: discussing likes and dislikes. Using social skills in different contexts Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> May 1st : fête du travail 8th May - Victoire / D DAY

		<ul style="list-style-type: none"> • Pancake Day • Valentine's Day • Skiing season in France (French mountains) • April Fools Day 	<ul style="list-style-type: none"> - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc)
Fundamental British Values	Tolerance and respect : Through our study of French/Spanish speaking people, we learn to value and tolerate other ways of living	Democracy : As we begin to give our opinions in French/Spanish, we learn to be respectful of other people's views and lifestyles	Mutual respect : develop our knowledge of how people live in France and other French-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply Equality : understanding of how we as individuals belong to our communities
End points and Assessment	Formative assessment takes place frequently in lessons through use of "Do Now" tasks (retrieval) low stakes testing (vocab), mini whiteboards, and cold call questioning to check understanding and pronunciation		
	Summative (S/L/R/W - AP1) Formative and Self/peer (W/R/L/S) Students should be able to give short spoken answers in the present tense and write at least 40 words in accurate French/Spanish as well as understanding short spoken and written texts, and dictating and translating short sentences. Productive skills: <ul style="list-style-type: none"> • give their name, age and birthday • describe what they look like • describe what their personality is like • describe who is in their family/ friendship circles and what they are like 	Summative (S/L/R/W - AP2) Formative and Self/peer (W/R/L/S) Students should be able to give short spoken answers in the present tense and write at least 40 words in accurate French/Spanish as well as understanding short spoken and written texts, and dictating and translating short sentences. Productive skills: <ul style="list-style-type: none"> • say what they learn • say when they learn different subjects • give opinions on different subjects • justify their opinions on different subjects 	Summative (S/L/R/W - AP3) Formative and Self/peer (W/R/L/S) Students should be able to give short spoken answers in the present tense and write at least 40 words in accurate French/Spanish as well as understanding short spoken and written texts, and dictating and translating short sentences. Productive skills: <ul style="list-style-type: none"> • say what they play in their free time • say what they do in their free time • give justified opinions on their hobbies • discuss what other people's hobbies are/what they think of them

Key Stage 3 MFL Curriculum Journey- Year 8

The curriculum in Year 8 will consolidate the learners' abilities to communicate in French/ Spanish by immersing them into the language and cultural practices in order that they can communicate confidently

YEAR 8	AUTUMN	SPRING	SUMMER
Theme and BQ	How do I talk about films/ TV and technology?	How do I describe where I live?	How do I talk about food and drink?
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> High frequency vocabulary including : opinions, connectives, positive / negative adjectives regular verbs conjugation : play irregular verbs:/have/be 	<ul style="list-style-type: none"> High frequency vocabulary including : opinions, connectives, intensifiers, regular verb conjugation, positive / negative adjectives, the near future tense, comparisons 	<ul style="list-style-type: none"> High frequency vocabulary including : opinions, connectives, positive / negative adjectives Comparisons Regular and irregular verb conjugation The near future tense
PK- Vocab:	Being able to <ul style="list-style-type: none"> recognise and name TV programmes and films, use specific adjectives to describe films/ TV programmes use the near future tense to discuss what you will watch recognise and name activities on phone and computer compare different types of media using comparison phrases 	Being able to <ul style="list-style-type: none"> recognise and name different types of accommodation rooms of the house use adjectives to describe houses, rooms Use the present tenses to state what you do at home Use the future tense to say where you will live in the future Say what there is in my town (buildings/ places of interests) use adjectives to describe my town talk about activities to do in my town 	Being able to <ul style="list-style-type: none"> recognise and name food groups and meal times recognise and name fruit and vegetables, snacks, drinks, Give opinions on food using specific adjectives and comparisons saying how often you eat or drink Saying what you are going to eat/drink to Retrieval <ul style="list-style-type: none"> Opinion phrases and adjectives

	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> Opinion phrases and adjectives “play” and “do” 	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> Opinion phrases and adjectives and agreements present tense regular verbs, “go” 	<ul style="list-style-type: none"> Time expressions comparisons near future tense
PK- Grammar:	<p>Learn</p> <ul style="list-style-type: none"> -comparisons (more than/ less than) - how to give pros and cons - near future tense <p>Retrieval and Development</p> <ul style="list-style-type: none"> -Opinion phrases and adjectives -Key connectives -Verb conjugation 	<p>Learn</p> <ul style="list-style-type: none"> -“There is” <p>Retrieval and Development</p> <ul style="list-style-type: none"> Opinion phrases and adjectives -Key connectives -Verb conjugation -Comparisons 	<p>Learn</p> <ul style="list-style-type: none"> - irregular verbs: ‘to eat’ and ‘to drink’ in present tense <p>Retrieval and Development</p> <ul style="list-style-type: none"> Opinion phrases and adjectives -Key connectives -Verb conjugation -Comparisons -Time expressions -Near future
Links with the National Curriculum	<ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources use accurate grammar, spelling and punctuation listen to a variety of forms of spoken language to obtain information and respond appropriately 	<ul style="list-style-type: none"> transcribe words and short sentences that they hear with increasing accuracy read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material speak coherently and confidently, with increasingly accurate pronunciation and intonation 	<ul style="list-style-type: none"> express and develop ideas clearly and with increasing accuracy, both orally and in writing initiate and develop conversations, coping with unfamiliar language and unexpected responses read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
Literacy (including reading)	<ul style="list-style-type: none"> writing : accurate spellings on word and sentence levels grammar : conjugation / negatives / adjectival agreement / infinitive structures/ comparisons 	<ul style="list-style-type: none"> writing : accurate spellings on sentence levels, punctuation 	<ul style="list-style-type: none"> writing : sentence levels, punctuation, using of sequencers and narration

	<ul style="list-style-type: none"> ● reading / listening : accessing longer material and applying skills to succeed in exam style questions including dictation ● speaking : sentence level descriptions + express opinions / contrast with someone else's 	<ul style="list-style-type: none"> ● grammar : conjugation / negatives / adjectival agreement / infinitive structures/ comparisons/ conditional and near future events ● reading / listening : accessing longer material and applying skills to succeed in exam style questions including dictation ● speaking : sentence level descriptions + express opinions / contrast with someone else's + conditional and near future 	<ul style="list-style-type: none"> ● grammar : conjugation / negatives / adjectival agreement / infinitive structures / comparisons/ past tense ● reading / listening : accessing longer material and applying skills to succeed in exam style questions + who says what + answer in English, answer in French) including dictation ● speaking : sentence level descriptions + express opinions / contrast with someone else's + past tense events
Cultural Capital and Social, Moral, Spiritual and Cultural Development	Social: discussing likes dislikes of film/technology Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> ● European day of languages ● Day of the Dead ● 11th November ● Christmas / New Year 	Cultural : exposure to French./Spanish towns and shops Social: discussing likes and dislikes. Using social skills in different contexts Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine's Day ● Skiing season in France (French mountains), etc. ● Aprils' fool day 	Cultural : exposure to French/Spanish typical cuisine Social: discussing likes and dislikes. Using social skills in different contexts Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> - May 1st : fête du travail -8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -14th July: Bastille Day
Fundamental British Values	<ul style="list-style-type: none"> ● Democracy: respectful of other people's views and lifestyles 	<ul style="list-style-type: none"> ● Tolerance and respect : Through our study of French/Spanish speaking people, we learn to value and tolerate other ways of living 	<ul style="list-style-type: none"> ● Mutual respect : develop our knowledge of how people live in French/Spanish speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply
End points and Assessment	Formative assessment takes place frequently in lessons through use of "Do Now" tasks (retrieval) low stakes testing (vocab), mini whiteboards, and cold call questioning to check understanding and pronunciation.		
	Summative (S/L/R/W - AP1) Formative and Self/peer (W/R/L/S)	Summative (S/L/R/W - AP2) Formative and Self/peer (W/R/L/S)	Summative (S/L/R/W - AP3) Formative and Self/peer (W/R/L/S)
	Students should be able to give short spoken answers in present and future tenses and write at least 60	Students should be able to give short spoken answers in present and future tenses and write at least 60	Students should be able to give short spoken answers in present and future tenses and write at least 60 words in

	<p>words in accurate French/Spanish as well as understanding short spoken and written texts in a variety of formats, and dictating and translating short sentences.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> • discuss what they like/dislike/prefer to watch and why • discuss what they do on their phones • discuss the pros and cons of technology • discuss what they will watch in the near future 	<p>words in accurate French/Spanish as well as understanding short spoken and written texts in a variety of formats, and dictating and translating short sentences.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> • describe where they live • discuss what there is in their town and what they do (not do) there • discuss where they will live in the future 	<p>accurate French/Spanish as well as understanding short spoken and written texts in a variety of formats, and dictating and translating short sentences.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> • describe what they eat and drink • discuss what they like and prefer to eat and drink • discuss what they will eat and drink in the near future
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Key Stage 3 MFL Curriculum Journey- Year 9

The curriculum in Year 9 will go beyond “self” to deepen learners to use of French/Spanish by immersing them into the language and cultural practices of French and Spanish speaking countries in order that they can communicate confidently and fluently

YEAR 9	AUTUMN	SPRING	SUMMER
Theme and BQ	How do I describe a past holiday?	My relationships and future plans	Celebrity Culture
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • High frequency vocabulary including : opinions, connectives, positive / negative adjectives • Comparisons • Regular and irregular verb conjugation • The near future tense 	<ul style="list-style-type: none"> • High frequency vocabulary including : opinions, connectives, positive / negative adjectives • Comparisons • Time phrases for narration • Future tense • Regular and irregular verb conjugation • Adjectives to describe people 	<ul style="list-style-type: none"> • High frequency vocabulary including : opinions, connectives, positive / negative adjectives • Comparisons • Time phrases for narration • Regular and irregular verb conjugation • The near future and preterite past tense • Adjectives to describe people

PK- Vocab:	<p>Being able to</p> <ul style="list-style-type: none"> • recognise and name countries • recognise and name accommodation types • recognise and name modes of transport • recognise and name holiday activities • narrate past events using phrases such as: then, after that, finally, on the first/ last day • give opinions in the past tense <p>Retrieval</p> <ul style="list-style-type: none"> • Opinion phrases and adjectives • Time expressions • comparisons 	<p>Being able to</p> <ul style="list-style-type: none"> • say if you get on well with family members and why (not) • recognise and name jobs • give advantages and disadvantages of jobs • state your ideal job and plans for the future • state plans for the future (work, travel, marriage, etc) <p>Retrieval</p> <ul style="list-style-type: none"> • Opinions, adjectives reasons • Contrast opinions • Comparisons • Family members and associated vocab to describe character 	<p>Being able to</p> <ul style="list-style-type: none"> • understand biographies of French/Spanish celebrities • give descriptions (physical and character) • compare two people • the imperfect tense/simple past/preterite <p>Retrieval</p> <ul style="list-style-type: none"> • Vocab to describe people • Opinions, adjectives reasons • Contrast opinions • Comparisons • present, past and future tenses
PK- Grammar:	<p>Learn</p> <ul style="list-style-type: none"> -past tense formation and key verbs - past tense opinions narration phrases <p>Retrieval and Development</p> <ul style="list-style-type: none"> - opinions - comparisons 	<p>Learn</p> <ul style="list-style-type: none"> - reflexive verbs - I want/ I can + infinitive - Conditional: I would like + infinitive AND he/she would be <p>Retrieval and Development</p> <ul style="list-style-type: none"> - near future - present tense - adjectival agreement - opinions - comparisons 	<p>Learn</p> <ul style="list-style-type: none"> -verbs to have and to be in present third person and first person -verbs in preterite: he/sh <p>Retrieval and Development</p> <p>Comparisons</p> <p>Opinions</p> <p>Tenses</p> <p>Adjectives</p>
Links with the National Curriculum	<ul style="list-style-type: none"> • transcribe words and short sentences that they hear with increasing accuracy • use accurate grammar, spelling and punctuation • listen to a variety of forms of spoken language to obtain information and respond appropriately 	<ul style="list-style-type: none"> • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • understand and respond to spoken and written language from a variety of authentic sources 	<ul style="list-style-type: none"> • discover and develop an appreciation of a range of writing in the language studied • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

	<ul style="list-style-type: none"> express and develop ideas clearly and with increasing accuracy, both orally and in writing 	<ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation read and show comprehension of original and adapted materials from a range of different sources 	<ul style="list-style-type: none"> initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material speak coherently and confidently, with increasingly accurate pronunciation and intonation identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
Literacy (including reading)	<ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses reading / listening : accessing longer material and applying skills to succeed in exam style questions speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events 	<ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses reading / listening : accessing longer material and applying skills to succeed in exam style questions speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events 	<ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses / modals reading / listening : accessing longer material and applying skills to succeed in exam style questions speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events
Cultural Capital and Social, Moral, Spiritual and Cultural Development	<p>Cultural: exposure to French/Spanish typical holiday destinations</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> European day of languages Day of the Dead 11th November Christmas / New Year 	<p>Cultural: exposure to French/Spanish family models</p> <p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> NYE Pancake Day Valentine's Day Skiing season in France (French mountains), etc. Aprils' fool day 	<p>Cultural : exposure to French/Spanish celebrities</p> <p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> - May 1st : fête du travail -8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc)

Fundamental British Values	<ul style="list-style-type: none"> Democracy: respectful of other people's views and lifestyles/career choices 	<ul style="list-style-type: none"> Tolerance and respect : Through our study of French/Spanish speaking people, we learn to value and tolerate other ways of living 	<ul style="list-style-type: none"> Mutual respect : develop our knowledge of how people live in French/Spanish speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply
End points and assessment	<p>Formative assessment takes place frequently in lessons through use of "Do Now" tasks (retrieval) low stakes testing (vocab), mini whiteboards, and cold call questioning to check understanding and pronunciation</p>		
	<p>Summative (S/L/R/W - AP1) Formative and Self/peer (W/R/L/S)</p> <p>Students should be able to give short spoken answers in past, present and future tenses and write 60+ words in accurate French/Spanish as well as understanding longer spoken and written texts in a variety of formats, and dictating and translating short sentences. future.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> describe where they went/stayed on a previous holiday, narrate what they did on this holiday and what they thought of it discuss where they will go on holiday in the future 	<p>Summative (S/L/R/W - AP2) Formative and Self/peer (W/R/L/S)</p> <p>Students should be able to give short spoken answers in past, present and future tenses and write 60+ words in accurate French/Spanish as well as understanding longer spoken and written texts in a variety of formats, and dictating and translating short sentences. future.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> describe who they do (not) get on with and why discuss the pros and cons of different jobs discuss their future career and personal plans 	<p>Summative (S/L/R/W - AP3) Formative and Self/peer (W/R/L/S)</p> <p>Students should be able to give short spoken answers in past, present and future tenses and write 60+ words in accurate French/Spanish as well as understanding longer spoken and written texts in a variety of formats, and dictating and translating short sentences. future.</p> <p>Productive skills:</p> <ul style="list-style-type: none"> describe French/Spanish speaking celebrities to create a biography compare two different French/Spanish speaking celebrities give opinions on the the celebrities and celebrity culture

Key Stage 4 MFL Curriculum Journey- Year 10

The curriculum in Year 10 will enable learners to develop their ability and ambition to communicate at an increasingly sophisticated level in both written and spoken form across a range of tenses. It also broadens learners' horizons by encouraging them to step beyond familiar cultural boundaries to develop new ways of seeing the World.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme and BQ	What do you do on your phone and computer?	What do you do in your free time?	Can you describe where you live?	What do you do to help the environment?	How do I narrate about a holiday?	

Foundational Knowledge Prior learning needed	The Key Stage 3/ National Curriculum key knowledge, ie. - High frequency vocabulary including opinions / reasons / /comparisons/ sequencers for narration / intensifiers / connectives / verb conjugation across time frames -Foundational vocab for the topics of media/technology and freetime/hobbies/sport		- High frequency vocabulary including opinions / reasons / /comparisons/ sequencers for narration / intensifiers / connectives / verb conjugation across time frames -Foundational vocab for the topic of “home”		- High frequency vocabulary including opinions / reasons / /comparisons/ sequencers for narration / intensifiers / connectives / verb conjugation across time frames -Foundational vocab for the topic of “holidays”
PK- Vocab:	Being able to <ul style="list-style-type: none"> recognise and name activities on computer/mobile phone say how often you use social media to give opinions on social media say the advantages and disadvantages of the internet and social media say what you did online yesterday say what you will do online this evening Retrieval <ul style="list-style-type: none"> High frequency vocab Present tense Technology/media foundational vocab (Y8) 	Being able to <ul style="list-style-type: none"> recognise and name a range of food and drink give opinions on food and drink say what you ate yesterday say what you are going to eat this evening give opinions on hobbies, sport, music TV programmes & types of films Retrieval <ul style="list-style-type: none"> High frequency vocab Past and near future tenses Leisure foundational vocab (Y7) 	Being able to <ul style="list-style-type: none"> recognise and name rooms of the house give opinions about your house and town to say what facilities are in your town say what activities you can do in town say what you did in town last weekend say what you are going to do in town next weekend Retrieval <ul style="list-style-type: none"> High frequency vocab Past and near future tenses House/Town foundational vocab (Y7) 	Being able to <ul style="list-style-type: none"> recognise and name environmental problems recognise and name possible environmental solutions say what you (should) do to help the environment Retrieval <ul style="list-style-type: none"> High frequency vocab Modal structures 	Being able to <ul style="list-style-type: none"> recognise and name holiday activities recognise and name countries narrate a past holiday say where you would like to go on holiday in the future and/or talk about a dream holiday Retrieval <ul style="list-style-type: none"> High frequency vocab Holiday foundational vocab (Y8) Past and near future tenses
PK- Grammar:	Learn <ul style="list-style-type: none"> new and specific technology verbs in the present tense 	Learn <ul style="list-style-type: none"> preterite tense of eat/drink/play etc 	Learn <ul style="list-style-type: none"> modal verbs (to say what you can do) 	Learn <ul style="list-style-type: none"> impersonal structure: we should, you have to, we must 	Learn <ul style="list-style-type: none"> preterite tense for holiday activities near future and conditional complex structures

	Retrieval and Development -verb followed by infinitive - comparative structures -regular verbs in the present tense -preterite -near future	-near future of eat/drink/play etc Retrieval and Development -preterite -near future - I eat + partitive article in French (du/ de la/ des)	Retrieval and Development -impersonal structure: there is/ are, you can + infinitive -adjectival agreement when describing a house or town. -preterite -near future	Retrieval and Development -conditional (I would like)	Retrieval and Development -preterite tense -near future -conditional
Links with the National Curriculum	<ul style="list-style-type: none"> Listen to and understand articulated, normal speech at normal speed Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts 	<ul style="list-style-type: none"> Express and develop thoughts and ideas spontaneously and fluently Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts 	<ul style="list-style-type: none"> Be encouraged to make links to other areas of the curriculum Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy 	<ul style="list-style-type: none"> Be encouraged to make links to other areas of the curriculum Acquire new knowledge and skills and ways of thinking through the ability to understand and respond to spoken and written material 	<ul style="list-style-type: none"> Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken Express and develop thoughts and ideas spontaneously and fluently
Literacy (including reading)	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 				
Cultural Capital and Social, Moral, Spiritual and Cultural Development	Cultural: <ul style="list-style-type: none"> Popular social media platforms for French/Spanish speakers Pages/people to follow online to increase exposure to French/Spanish French/Spanish singers, television shows and sports popular amongst young French teenagers French/Spanish gastronomy and lifestyle habits 	Cultural: <ul style="list-style-type: none"> enhance student's knowledge of the regional diversity of French/Spanish speaking countries and past colonies different landscapes, and what activities you can do in each part of France/Spain Familiarisation with French/Spanish organisations for protecting the environment 	Cultural : <ul style="list-style-type: none"> Charitable organisations in French Speaking countries such as La Croix Rouge, Abbe Pierre, Les Restos du Coeur and the measure they take Poverty in France - who is affected and reasons for homelessness Popular holiday destinations and cities across the French -speaking world 		

	<p>Moral: interest in offering views about moral and ethical issues related to Social Media and online presence and being able to understand the viewpoint of others on these issues</p> <p>Social: Discussing likes and dislikes/understanding why certain people may take risks</p> <p>Moral: interest in offering views about a healthy lifestyle and being able to understand the viewpoint of others on this</p> <p>Cultural: exposure to music from other countries/comparing sports popular in other nations with those popular in Britain/ exposure to popular cuisine from around the World and its popularity</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> • European day of languages • Day of the Dead • 11th November • Christmas / New Year 		<ul style="list-style-type: none"> • Understanding of France/Spain's key priorities in protecting the environment <p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural/Spiritual : The impact of organisations and individuals in protecting the environment</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> • NYE • Pancake Day • Valentine's Day • Skiing season in France (French mountains), etc. • Aprils' fool day 		<ul style="list-style-type: none"> • Key information about these destinations including population, languages spoken, History, Traditions, Geography and Religion <p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural/Spiritual : The impact of charitable organisations in the French speaking world</p> <p>Cultural/Moral/Spiritual: Exploring various target-language holiday destinations and respecting the diversity of these destinations in terms of religion, languages spoken and history</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> - May 1st : fête du travail - 8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc)
Fundamental British Values	<p>The Rule of Law: Understanding of the rules and regulations of the on-line World and the consequences if we did not adhere to them</p> <p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Debating the pros and cons of social media and its impact on people's lives.</p>	<p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Learners will be exposed to a range of authentic French/Spanish television, cinema and music with the opportunities to discuss their opinions and preferences and how certain aspects differ from British norms.</p>	<p>Mutual Respect : Learners develop knowledge of how people live in French/Spanish speaking countries, and come to respect their different way of life and through comparison, recognise and appreciate their own values more deeply</p>	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity: Study and Understanding of a range of global environmental issues and how these impact people's lives and our future</p> <p>The Rule of Law: Understanding the importance of following environmental regulations to protect our planet</p>	<p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Study and Understanding of French/Spanish -speaking holiday destinations. An appreciation for the Geography and weather in French/Spanish countries and how this affects people's lives.</p>
Formative assessment takes place frequently in lessons through use of “Do Now” tasks (retrieval) low stakes testing (vocab), mini whiteboards, and cold call questioning to check understanding and pronunciation. Students will also be answering the Big Question in one/a course of lessons which forms an answer to a GCSE style speaking or writing task.					

End points and Assessment	90 word Writing (formative) where students: narrate what they do on their phones in the present tense, past tense and future tense, give the pros and cons of technology, and use complex structures with some success	AP1 Listening, Reading (a variety of GCSE question types on topics studied so far) and a 90 word Writing where students: express their opinions on sports, music, films, discuss what they like to eat, and use complex structures with some success	90 word Writing (formative) where students: use three tenses to describe activities in their town, and give complex opinions and structures with some success	AP2: Listening and Reading (a variety of GCSE question types on topics studied at GCSE so far) and 90 word Writing where students: describe environmental issues, give their opinions on these issues, and discuss in up to 3 tenses, how they help the environment	AP3 Listening and Reading (a variety of questions on all topics studied at GCSE), Speaking (General Conversation questions only), and 90-150 word Writing, where students: narrate a past holiday and discuss their future holiday plans
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Key Stage 4 MFL Curriculum Journey- Year 11

The curriculum in Year 11 will enable learners to develop their ability and ambition to communicate at an increasingly sophisticated level in both written and spoken form across a range of tenses, enabling pupils to offer opinions on societal and global issues as well as offering solutions. It also broadens pupils' horizons by encouraging them to step beyond familiar cultural boundaries to develop new ways of seeing the World.

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Theme and BQ	How do you describe your school? What are your plans for the future?	What is the biggest social issue facing the planet?	How do you describe your relationships?	Revision	Revision
Foundational Knowledge Prior learning needed	- High frequency vocabulary including opinions / reasons / /comparisons/ sequencers for narration / intensifiers / connectives / verb conjugation across time frames -Foundational vocab for the topic of "school" and "future plans"	Being able to <ul style="list-style-type: none"> recognise and name different social issues (homelessness, poverty, human rights) give complex, balanced opinions on these issues Retrieval <ul style="list-style-type: none"> High frequency vocab conditional tense 	- High frequency vocabulary including opinions / reasons / /comparisons/ sequencers for narration / intensifiers / connectives / verb conjugation across time frames -Foundational vocab for the topic of "relationships"	A knowledge of the vocabulary and grammatical structures covered throughout the course to be able to tackle exam questions.	
PK- Vocab:	Being able to <ul style="list-style-type: none"> recognise and name school subjects give opinions on subjects give opinions on teachers say what facilities there are say what you did in school yesterday state plans for the future recognise and name jobs 	Being able to <ul style="list-style-type: none"> express your view on homelessness / charity narrate what you have done and will do to help others use complex structures successfully Students prepare for the GCSE speaking exams through writing model answers on all three themes practising with peers and teacher. Retrieval <ul style="list-style-type: none"> High frequency vocabulary 	Being able to <ul style="list-style-type: none"> recognise and name different adjectives to describe yourself and others describe people's physical features (hair, eyes, height) to give a balanced opinion on marriage say whether they would like to get married in the future Students prepare for the GCSE speaking exams through writing model answers on all three	Retrieval Students prepare for the GCSE speaking exams through writing model answers on all three themes practising with peers and teacher. Students will also recap vocabulary from all previous terms in preparation for writing, reading and listening exams.	

	<u>Retrieval</u> -High frequency vocabulary -Present and past tenses -Comparisons -Foundational vocab for the topic of school (Y7), future plans and jobs (Y9)	-Present and future tenses -Comparisons -Foundational vocab for the topic of	themes practising with peers and teacher. <u>Retrieval</u> High frequency vocabulary Present and past tenses Comparisons Foundational vocab for the topic of relationships (Y9)	
PK- Grammar:	Learn superlatives -if clause with imperfect, conditional -complex structure: when i was younger/ little, I wanted to + infinitive Retrieval and Development present tense and preterite tense of I have, I study -impersonal verb: there is/are -comparatives -near future and conditional + infinitive	Learn - no new structures, but practising the ones previously studied with new vocab Retrieval and Development -past tense -near future and conditional + infinitive -modal verbs -complex structures	Learn -reflexive verbs (I get on well, I argue (French)) Retrieval and Development -verbs to be / have - whole paradigm - conditional + infinitive	Retrieval and Development All grammar and structures will be revisited during revision, with students honing these skills and adding complexity to their work using complex structures and addition tenses when appropriate

Links with the National Curriculum	<ul style="list-style-type: none"> • Awareness and understanding of the culture and identity of the country and communities where the language is spoken • Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy • Make links to other areas of the curriculum • Express and develop thoughts and ideas spontaneously and fluently 	<ul style="list-style-type: none"> • Express and develop thoughts and ideas spontaneously and fluently • Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy • Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy • Listen to and understand articulated, normal speech at normal speed
Literacy (including reading)	<ul style="list-style-type: none"> • Writing: Accurate spelling and grammar across 3 time frames • Speaking: Accurate pronunciation in developed answers to questions • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	

Cultural Capital and Social, Moral, Spiritual and Cultural Development	<p>Cultural</p> <ul style="list-style-type: none"> • Differences between school systems, school days, uniforms and qualifications in French and Spanish speaking countries • Cultural: exposure to French/Spanish school system and key differences/respect for school systems with differing religious laws (secularism) • Spiritual: ability to be reflective about one's own beliefs that inform their perspective on life and their interest in different faiths, feelings and values • Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> • European day of languages • Christmas / New Year • Rois Mages 	<p>Cultural :</p> <ul style="list-style-type: none"> • The working day in France/Spain, the role of Unions • Jobs and careers in French/Spanish speaking countries • The importance of studying languages and French/Spanish for employment • French/Spanish speaking countries as a gap-year destination • Cultural: exposure to French/Spanish working week and key industries in France/Spain • Social: Understanding key traits that employers will look for in employees • Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> • European day of languages • Christmas / New Year • Rois Mages 	<p>Cultural :</p> <ul style="list-style-type: none"> • Le Pacs, Gay mariage <p>Social: social skills in context/Socio linguistics (meet, greet, describe, give personal information)</p> <p>Cultural/Moral: Different types of family and relationships</p> <p>Cultural : Include key customs and festivals in England and French/Spanish speaking world:</p> <ul style="list-style-type: none"> • NYE • Pancake Day • April's Fool Day • Valentine's Day • Ski season in France 	<p>Cultural :</p> <ul style="list-style-type: none"> • Charitable organisations in French Speaking countries such as La Croix Rouge, Abbe Pierre, Les Restos du Coeur and the measure they take • Poverty in France - who is affected and reasons for homelessness • Popular holiday destinations and cities across the French - speaking world • Key information about these destinations including population, languages spoken, History, Traditions, Geography and Religion • Social: discussing likes and dislikes. Using social skills in different contexts • Cultural/Spiritual : The impact of charitable organisations in the French speaking world • Cultural/Moral/Spiritual: Exploring various target-language holiday destinations and respecting the diversity of these destinations in terms of religion, languages spoken and history • Cultural : Include key customs and festivals in England and French/Spanish speaking world: <ul style="list-style-type: none"> • NYE • Pancake Day • April's Fool Day • Valentine's Day • Ski season in France • - May 1st : fête du travail • -8th May - Victoire / D DAY
Fundamental British Values	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Study and Understanding of French and French speaking schools and how the school life and culture differ from England.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Study and Understanding of a range of social problems such as homelessness, unemployment and how these impact people's lives.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Discussion of relationships with friends and family members and the qualities that a 'good' person has.</p> <p>Individual Liberty:</p>	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity:</p> <p>students will have the opportunity to revisit their opinions and those of others on a range of issues with a particular focus on social media, relationships, social issues and plans for the future.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>students will have the opportunity to voice their opinions and respect the opinions of their peers and people from French/Spanish speaking countries</p>

	<p>Debating the pros and cons of differing views on aspects of school life</p> <p>Understanding of how the French-school system is based on the principle of Secularism</p> <p>Study and Understanding of different professions and plans for the future.</p> <p>Debating the pros and cons and opinions of going to university, apprenticeships, gap-years</p> <p>The Rule of Law: Understanding of the rules within French-school settings</p> <p>Individual Liberty: Arguments for and against wearing Uniform</p> <p>Understanding the 35 hour - working week and also the power of Trade Unions within France</p> <p>Democracy: The Power to Strike in France</p>	<p>The opportunity to develop a greater understanding of the lives of people in some Third World Francophone countries where children do not have the same rights or opportunities as their European Counterparts</p>	<p>Compare and contrast reasons for choosing to marry or not</p>	
End points and Assessment	<p>Formative assessment takes place frequently in lessons through use of “Do Now” tasks (retrieval) low stakes testing (vocab), mini whiteboards, and cold call questioning to check understanding and pronunciation. Students will also be answering the Big Question in one/a course of lessons which forms an answer to a GCSE style speaking or writing task.</p>			
	<p>Listening</p> <p>Reading and 90+ word Writing (formative) where students: give opinions on their school (uniform/teachers, etc) and give extended responses about their past and current studies and ambitions for the future</p>	<p>Mock Speaking (full mock)</p> <p>AP1: Reading, Writing, Listening past papers (2018)</p>	<p>- AP2 - past papers used (R/ L/ W) from 2023</p>	<p>Public Exam: -Speaking exam</p> <p>Past Paper Practice -Listening, Reading and Writing</p>

