

Curriculum Progression Pathway for MFL

Subject Intent

Our intent in MFL is to raise the value and perception of learning a language as well as developing students' cultural capital and knowledge. All students, regardless of ability have the opportunity of continuing French and/or Spanish as a GCSE at the end of key stage 3. In order to make languages relevant and engaging we have also implemented cross-curricular and cultural links and topics. Learning a GCSE language is challenging, however we endeavour to make it as accessible as possible for all students, whilst ensuring they develop the required skills and knowledge needed at GCSE level. We aim to develop students' language proficiency and mastery of the building blocks of a foreign language and therefore students self-efficacy as language learners. The grammar vocabulary and phonic requirements of KS3 (the pillars of progression) are sequenced throughout the curriculum in different topics and contexts with a "spiral" effect. The order of the topics enable students to build upon their knowledge and skills; each module introduces new and relevant vocabulary whilst building and developing their grammatical competence taught in previous modules. These modules feed into the three GCSE themes and lay the groundwork for KS4 French. The KS3 curriculum has been recently redesigned to implement Spanish into the curriculum, following student voice feedback and a change from a two year KS3 curriculum to a period of three years. In year 9 students will trial learning beginners Spanish on an alternate rotation basis in order to give them a more informed decision on which language to take as a GCSE option, as well as laying the groundwork for GCSE Spanish rather than only having two years to learn a new language.

Why is the study of MFL important?

Learning a foreign language enables students to gain an awareness of the world around them. Students gain not only cultural knowledge but also transactional skills to be able to converse in, and understand a foreign language. We encourage a love of languages and aim to achieve this by nurturing a linguistic curiosity (looking for patterns, attention to detail) and an intrinsic motivation to explore other cultures and people. Learning a language equips students with the knowledge and cultural capital they need to succeed in life because it encourages them to appreciate and celebrate difference. Learning a language at GCSE level is rigorous but this helps to develop their resilience as well as a growth and mind-set, essential skills for life post secondary education. The skills our students acquire whilst learning French transfer across into any workplace and prepare them for a globalised world of work. Languages are a skill for life and knowing one language provides the foundation for learning further languages.

What skills will the study of MFL teach students?

- Students are taught how to manipulate language and to become independent learners. Students learn how to use accurate spelling, grammar and vocabulary, and use and manipulate key grammatical structures and patterns. In Key stage three students identify and use tenses or other structures which convey the present, past, and future. In KS4 grammatical skills are deepened further by learning how to manipulate complex tenses and vocabulary.
- Students develop their literacy skills and the accuracy of their written work using an increasingly wide range of grammar and vocabulary and write extended pieces of writing. Students learn how to write creatively and express their own opinions in extended sentences and short texts as well as how to translate accurately .
- Listening skills are developed through the use of authentic materials and Studio 1 and 2 audio activities, as well as teacher led activities. In KS4 listening competence is deepened through a variety of spoken forms of the language.
- Students learn key phonics throughout the course and develop their speaking and linguistic skills in terms of pronunciation , fluency and competence. Students **also** develop their communication skills and learn how to use vocabulary to give and justify opinions and take part in conversations.
- Students are also taught the skills needed to become resilient language learners ; how to unpick and decode unfamiliar language and that it's ok to make a mistake.

What will students know and understand from the study of MFL

- In Key Stage 3 students learn how to take part in conversations, describe themselves and their family, express opinions, talk about their hobbies, school, lifestyle and ambitions. They learn how to use verbs in the present, past and future tense and use key grammatical concepts such as adjectival agreement
- In Year 7 students learn about the education system in France and Spain, the French Revolution , some typical French and Spanish foods and key French and Spanish festivals. They also study the topic of towns, and learn about some important historical, cultural and geographical differences.
- In year 8 students are taught the topic of holidays which allows students to not only learn about other countries, but to develop their conversational skills. Students are also taught about the cultural city Paris, and learn how to understand tourist information in another language, as well as learning about the main tourist attractions and the history of Paris. Students also now learn about current French pop music and technology.
- At Key Stage 4 level , students study the three GCSE themes in both French and /or Spanish : Identity and Culture, Local national and international and global areas of interest and Current and future study and employment.
- In Key stage 4 Students widen their range of tenses by learning how to also use the imperfect, conditional, reflexive perfect and pluperfect. Students develop their grammatical skills by learning how to use modal and both regular and irregular verbs, adverbs, comparatives and pronouns.
- Students develop their fluency and accuracy in spoken and written language and expand their vocabulary to enable them to express their opinions and more complex ideas.

- Students are prepared for the GCSE exam assessment objectives ; Listening ,Speaking , Reading and writing.

How does the study of MFL support students learning in other subjects

- Being a good communicator is important in every subject and learning a language enhances these skills.
- Numeracy is delivered through the teaching of numbers and mental arithmetic in the target language.
- Communication skills are developed; how to communicate in the target language as well as expressing opinions in pair, group and whole class situations
- Literacy skills are developed through the teaching of MFL in the use of phonics, memorising vocabulary, identifying cognates, using a dictionary, forming questions, learning translation skills, and comprehension of written materials.
- Literature; Students learn how to understand and adapt and write French poetry in KS3 and then understand longer pieces of literature in the target language at Key stage four.
- Resilience is developed as students learn how to communicate and manipulate language, overcoming gaps in knowledge and their perceived boundaries.
- *Cross curricular links have been implemented into the curriculum :*
- The teaching of key events such as the French Revolution / Key leaders and the teaching of French poetry with WW2 links has links to History.
- Philosophy and Ethics is integrated into lessons , particularly when encouraging empathy into understanding of other cultures ,;religions, festivals, as well as differences between French speaking countries such as the Education system, daily lives (diet , culture)
- Students learn about other French speaking countries and the geography of France; key towns, cities and monuments which develops their geographical knowledge.
- Students cultural capital is deepened with the implementation of cultural links into the curriculum ; this develops and fosters a growth mind- set

How can you deepen students' understanding of MFL ?

- Teachers use authentic resources to ensure students learn about culture and traditions in Francophone countries, such as video clips, websites, and authentic texts in the target language. Cross -curricular links have been implemented to show the relevance of the subject and cultural points to develop their cultural capital.
- Students are taught how to manipulate key grammar and vocabulary rather than memorising set phrases, and their knowledge is deepened by sequencing the pillars of progression (phonics, grammar and vocabulary) in different contexts.
- Removing barriers to learning and making languages more accessible to students with the design of a spiral curriculum ; chunking , sequencing of key grammar, vocabulary and phonics throughout the curriculum.
- Students have regular end points to enable them how to make progress and are given feedback on how to improve (regular vocabulary and grammar testing, student friendly checklists , assessments as well as live marking strategies in lessons)
- Retrieval points have been implemented into lessons ; revisiting key phonics ,vocabulary and grammar to develop their long term memory

How can MFL support students' future progression?

- Cultural links throughout the Key stage 4 course tie in with the KS5 focus on language, culture and society.(Study of festivals/traditions/daily life / famous French people)
- Use of authentic sources(written and spoken) used wherever possible throughout KS4.
- Grammar content over the course of KS4 equips students for AS/A Level. In Y11 students and in particular Higher tiered students develop in confidence and in ability using a wide range of grammatical and linguistic structures required for the Key stage five specification.Students also learn how to use language spontaneously to initiate communication; ask and answer when preparing for GCSE speaking assessment
- Use of literature (poetry); links with A Level specification study requirement. Students read and respond to a variety of texts written for different purposes and audiences drawn from a range of authentic sources
- The skills our students acquire whilst learning French transfer across into any workplace and prepare them for a globalised world of work.
- Success in foreign languages at GCSE is seen an important indicator of academic ability and is welcomed by colleges and universities, whatever subject is chosen

Exam board used in Y10 & Y11

AQA

CURRICULUM PROGRESSION PATHWAY; French

	Year 7 (4 weeks per fortnight) Studio 1 modules	Year 8 (now 3 weeks per fortnight) Studio 2 (vert/rouge)	Year 9 (Now 3 hours per fortnight and extended KS3) New ; Spanish on an alternate rotation system Studio 3	Year 10 GCSE French and GCSE Spanish	Year 11 GCSE French and GCSE Spanish
Autumn 1	An introduction to French ; Numbers,alphabet,phonics, dates, likes and dislikes, Cultural point ; French poetry	Free time ; TV, cinema , technology and extended opinions	Introduction to Spanish; greetings, numbers, dates,alphabet,opinions, likes and dislikes	French:GCSE Theme 2 Describing where you live; your town and area(weather, places in a town, negatives, using extended opinions, three tenses) Spanish: Finish holidays from y9 Free time: talking about sport, film and TV, entertainment and role models	GCSE Theme 3 Current and future career plans Job and work preferences, career choices with justifications, plans hopes and wishes for the future Spanish: Finish customs and traditions from y10. Start Jobs and future study. Talking about part time jobs, work experience, importance of languages, future plans.
Autumn 2	Myself and others Describing myself and other people and pets:	My identity; Friendships, relationships , descriptions (adjectives)	French Ma vie sociale Talking about social	French: GCSE Theme 2 Describing your town and	French: Complete outstanding units on Theme 3

	Physical appearance (;hair/eyes/size) and character using adjectives.	and describing what you do in your free time using key regular and irregular verbs	media,giving opinions about people, arranging to go out using the near future and describing a date	area ; community projects, understanding tourist information <u>Spanish:</u> Free time: talking about sport, film and TV, entertainment and role models	Mock exams revision Spanish: Finish Jobs and future study
Spring 1	School Likes and dislikes at school, describing your teachers and school timetable <i>Culture point ; School in France</i>	Module 2; Paris Describing what you can do in Paris, giving detailed opinions using the present and past tense <i>Culture point ; Key monuments in Paris including the Catacombes</i>	Spanish ;School school subjects, opinions, reasons, adjectives, comparatives, uniform.	French: Theme 2 GCSE Theme 2 Talking about holidays; plans, ordering food, buying souvenirs and travelling Within this ; using three tenses including the conditional and pluperfect Spanish: Talking about where you live, shopping, geographical features of places in Latin America.	French: GCSE Theme 2 Local and international and global areas of interest; World problems, the environment , big events, ethical shopping and problems facing the world. Spanish: Global issues, environment, natural disasters, social issues.
Spring 2	Sport , free time and hobbies Describing sports you play/do , like and dislike using present tense verbs , opinions and frequency words.	Complete Paris module Consolidation of the perfect tense using poetry. Analysis of the poem then adapting and writing their own	French Ma vie sociale; Describing a music event and music preferences, using three tenses, key French festivals, extended writing and reading. Culture : French	French: Theme 2 Complete outstanding units on Holidays Start Theme 3 ; Current and future study and employment;	French and Spanish: Revision of all three themes, grammar, vocabulary and exam skill practice Mock exams and DIRT

	Technology ; Describing how you use the internet, your phone and technology and how often	version Culture ; Poetry; Jacques Prévert “Le déjeuner du matin”	festivals	Describing your preferences, your school , your timetable Culture; Comparing school in the UK and French-speaking countries Spanish: Talking about where you live, shopping, geographical features of places in Latin America.	
Summer 1	Town Describing where you live ; places in a town, where you live, opinions, what you can and can't do Culture point- Key towns in France	Holidays 1 ; How to describe where you go on holiday and future holiday plans ,s New- How to take part in conversational holiday conversations(such as ordering food and buying souvenirs)	Spanish Family family members, describing appearance and personality.	French: GCSE Theme 3 Current and future study and employment Discussing school rules and a school exchange. Students also learn about healthy living and vices Spanish: Start Customs and traditions, Talking about mealtimes and routine,	GCSE Revision A01;Listening AO2 ;Speaking AO3 ;Reading AO4 Writing

				special occasions, Hispanic festivals and music festivals.	
Summer 2	TOWN B Describing where you go in town Culture point French Revolution	Holidays 2: Using three tenses to describe present, past and future holiday plans. Consolidation of tenses, adjectives and opinions	French :Healthy Lifestyle Sports and fitness,healthy lifestyle and making plans to get fit.# Consolidation of three tenses	Revision and mock exams	GCSE Revision A01;Listening AO2 ;Speaking AO3 ;Reading AO4 Writing