

Languages- Aims/Intent — Languages follow the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study

Teaching modern foreign languages should build on the foundations of language learning laid at key stage 2, whether students continue with the same language or take up a new one. Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of phonics, core grammar and vocabulary. This enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy, providing suitable preparation for further study.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages curriculum fosters students' curiosity and deepens their understanding of the world, enabling pupils to communicate their ideas and thoughts in another language and to understand and respond to what they read and hear.

The aims in Languages are that students will be taught:

1. To understand and respond to spoken and written language from a variety of authentic sources.
2. To 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.
3. To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
4. To discover and develop an appreciation of a range of writing in the language studied.
5. To increase active and independent involvement in cultural opportunities.
6. To read and develop specific technical vocabulary in languages.
7. All learners (including EAL/SEND and MA) to make strong progress.

How cultural capital is enhanced through Modern Foreign Languages:

Personal Development

Enrich linguistic knowledge through further or higher education. Careers using languages. Developing transferable skills, e.g. leadership via Language Leaders.

Social Development

Learning foreign languages offers students a window to other cultures. From year 7, all students are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect that

helps to develop self-confidence and the ability to work collaboratively. Studying units on free time and holidays in KS4.

Physical Development

Healthy living and the importance of diet and exercise studied at KS3 and 4.

Spiritual Development

Students have some opportunity to reflect on religious beliefs and practices in different countries through unit on festivals, many of which are religious in origin. Examples studied would include 'Semana Santa'. Course content at both KS3 and KS4 encourages students to reflect on aspects of their lives, and on the universality of human experience, particularly with reference to teenagers.

Cultural Development

All study units in MFL incorporate cultural elements of the Target Language countries and we encourage pupils to have a 'global' and 'outward thinking' view of the world. MFL trips to France and Spain offer an opportunity to travel and experience another culture.

The process of learning a new way to describe common objects or to express familiar ideas compels the language learner to reflect more consciously on the workings of his or her native language, a language often taken for granted and used automatically. Comparing and contrasting the two leads to a deeper awareness and better knowledge of both languages. An example is the existence of two verbs that mean 'to be' in Spanish, or the lack of the present continuous tense in French.

Moral Development

At GCSE several topics ask pupils to consider points of view on topics such as single parent families and divorce. Pupils are asked to dismiss stereotypes and reflect more on what brings people together rather than separating them. Languages are shown to be a way of understanding others.

SEND students and MFL

MFL lessons are adapted to suit the needs of all learners. Mini whiteboards are utilised extensively in class to embed learning and students are provided with visual aids and writing frames/vocabulary lists for support. Where possible, multi-sensory elements such as games and songs are included in MFL lessons.

Equality and Diversity and MFL

Students are encouraged to view the richness and diversity of languages and the cultures into which they are woven. We want our learners to feel confident in, and inspired by the role languages play in building relationships, enhancing understanding and sparking new dialogue across the world today.

A range of different family structures, in addition to the traditional 'nuclear family' are included when learning about family and family descriptions, such as the inclusion of single parents, **parents of the same gender** (mis padres/mes parents), **blended families**, **foster families** and **multi-racial families**.

How students' vocabulary is developed through Modern Foreign Languages:

Teaching the sounds and structures of the language (from year 7).

Explicit teaching of sound-spelling correspondences (phonics) allows students to develop confidence in skills such as reading out loud and dictation.

Transcribing unknown words – cognates, tongue twisters, short texts about famous people, customs, and festivals.

From year 7, raising awareness of pronunciation variation, e.g. in the Spanish speaking world. Teaching an understanding of social conventions, for example, formal and informal register.

Implementation

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart." Nelson Mandela

Key stage 3:

During Key Stage 3, students learn French or Spanish. At the start of Y7, students are given a short assessment to evaluate their knowledge of languages and to identify any language-learning skills they may have already gained whilst at primary school. Students acquire competence and confidence in the four skills of listening, speaking, reading and writing. Homework, in the early years of learning a language, is crucial to success and students are expected to learn vocabulary regularly in order to provide a solid foundation for future study and this is facilitated via the completion of mini electronic quizzes on our homework platform.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge skills and understanding.

AQA Specification

Key stage 4:

At GCSE all students have the opportunity to study either French and/or Spanish as a GCSE course. Students have three years in which they develop their knowledge of the topic vocabulary, acquire sound grammar proficiency and focus on listening, speaking, reading and writing skills for final assessment by examinations in Year 11. We follow the AQA syllabus in both languages. Residential trips to France and Spain are organised regularly.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge developing and honing their skills and understanding in a deep and rich way.

Links to the AQA GCSE specifications:

French - <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Spanish - <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

Key stage 5:

Language students who achieve at least a Grade 6 in GCSE French or Spanish are able to proceed to the A Level French or Spanish course. These are demanding yet stimulating courses that provide a firm basis for further study.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Links to the AQA A level specifications:

French - <https://www.aqa.org.uk/subjects/french/a-level/french-7652/specification>

Spanish - <https://www.aqa.org.uk/subjects/spanish/a-level/spanish-7692/specification>



Create, Aspire and Excel

to 'Live life in all its fullness' (John 10:10)

This table outlines the key topic areas covered in French and Spanish across KS3 and KS4. They are divided into Listening, Speaking, Reading and Writing. Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of phonics, core grammar and vocabulary. This enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing with increased spontaneity, independence and accuracy, providing suitable preparation for further study.

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Curriculum map - MFL: French and Spanish (see Assessment map for PC assessment details)

AGE-STAGE	TOPICS (Spilt up into half terms for KS3 and split into terms KS4/5)					
Year 7	Intro to MFL Zookeeper Challenge School life Classroom instructions Equipment	School subjects Uniform Rules Opinions	Family and pets Possessive adjectives	Descriptions – eyes, hair, height, personality Adjectives – position and agreement	Where I live Houses and rooms	Where I live Places in town
Year 8	Sports Other Pastimes Revisit opinions Near future tense	Culture (TV/Cinema/Music) Time Phrases Jobs	Food and Healthy Lifestyle	Food Menus Role play in cafe	Holidays – destinations, weather and preferences	Past holidays
GCSE Y9 Theme 1	Autumn 1: KS3 revision Autumn 2: Identity and relationships with others		Healthy living and lifestyle		Education and work	
GCSE Y10 Theme 2	Autumn 1: Free time and activities Autumn 2: Customs, festivals and celebrations		Spring 1: Customs, festivals and celebrations Spring 2: Celebrity culture		Travel and tourism, including places of interest	
GCSE Y11 Theme 3	Autumn 1: Media, technology Autumn 2: The environment and where people live		Revision Speaking exam preparation and practice		Speaking exam first week after Easter Revision and exam (early May)	

Y7	Autumn Term		Spring Term		Summer Term	
	Intro to Grammar and Phonics	School	Family and Pets	Descriptions	Where I live	Where I live
	KS2 linked concepts covered: Audit prior knowledge Knowledge about language Understanding importance of MFL Communication skills Grammar terminology from English Phonics concepts from literacy	KS2 linked concepts covered: Grammar terminology from English Phonics concepts from literacy Cognates Colours School subjects vocab and classroom instructions/equipment	KS2 linked concepts covered: To have, having To do, doing Indefinite, singular articles and gender Definite articles Regular plural nouns Yes/no questions with raised intonation	KS2 linked concepts covered: Essential verbs (1st, 2nd, 3rd persons singular) To be, being To have, having Adjective agreement (as complement to verb) Asking questions To be able to choose the correct word for 'the' and 'a'.	KS2 linked concepts covered: Places in town vocab Rooms in house Adjectives	KS2 linked concepts covered: Opinions Adjectives Quantifiers Intensifiers Prepositions Connectives
	Key Ideas: Introductions All about me – finding out prior knowledge and experience of language learning Baseline test and languages questionnaire. Classroom instructions and expectations.	Key Ideas: Express opinions about school subjects, homework, school rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school, including timetable. Revision of key grammar terms and phonics rules.	Key Ideas: To say my age and when my birthday is. To say what my nationality is. To say who is in my family. To say what pets I have.	Key Ideas: To describe personality. To describe physical appearance. To understand gender and numbers. To understand adjective agreement and to be able to choose the right adjective when I describe myself.	Key Ideas: Vocab: Places in town Name types of houses Describe your home Describe town/village/ neighbourhood of residence. Describe local area, buildings.	Key Ideas: Describe activities and facilities in area. Give opinions including advantages/ disadvantages. Describe an ideal home and area, future intentions on where to live with reasons. Places of interest locally and elsewhere, including descriptions and preferences.

	NC/Sequenced links: Introduction to language learning skills and strategies Making links between different languages Grammar terminology – glossary Intro to Phonics	NC/Sequenced links: Listening and pronunciation strategies Mixed word class vocabulary sets (average 10 words per week) on Satchel One for each week of the Y7 course. Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.	NC/Sequenced links: To have and to be– present tense singular Expressing age Reflexive verbs (1 st and 3 rd person singular) Opinion verbs Questions (comment) Phonics	NC/Sequenced links: Possessive adjectives Adjectival endings Adjectival positioning of more than one adjective PHONICS	NC/Sequenced links: Connectives Regular verbs (infinitives) and conjugation (present tense) Impersonal verbs: Prepositions + places Question words Phonics	NC/Sequenced links: Present tense Regular verbs Developing the verb lexicon Revisiting essential verbs in new contexts Question words. Near future with infinitives Conditional tense
	Employment links? Term 1 – Why do we learn languages? Transferable skills, links to other languages and cultural links. Comparison between UK and French schools/education system.					

Y8	Autumn Term		Spring Term		Summer Term	
	Sports and Hobbies	Culture	Food	Ordering food in a cafe	Holidays	Holidays (Future/Past)
	Y7 linked concepts covered: Sports vocab Present tense regular verbs Irregular verbs (present tense)	Y7 linked concepts covered: Likes and dislikes Opinions and Reasons	Y7 linked concepts covered: Food vocab Opinions and reasons Present tense verbs	Y7 linked concepts covered: Polite forms Greetings Question forms	Y7 linked concepts covered: Countries Weather Transport Clothes	Y7 linked concepts covered: Opinions Adjectives

	Key Ideas: Express opinions about sports with reasons. Describe weekly routine Use a range of time phrases and expressions of frequency. Use the near future tense	Key Ideas: To say what jobs people do. To say what job you will do in the future. To talk about an ideal job.	Key Ideas: Express positive and negative opinions about food, Justify opinions with reasons. Use a variety of connectives and adverbs of time, frequency and intensity. Compare activities/give preferences.	Key Ideas: Express positive and negative opinions about different food and drink Use the conditional tense Asking questions Using the polite forms	Key Ideas: Refer to and give opinions on: • holiday destinations • holiday locations • means of transport for holidays • weather • holiday activities • holiday accommodation. Refer to future holidays. NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation	Key Ideas: Introduce past tense Learn about local and national festivals in the UK and in the target language speaking countries/communities. .
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	NC/Sequenced links: Revisiting essential verbs in new contexts Present tense of irregular verbs Verbs – to play and to do + activities Adjectives Adverbs/Intensifiers Question words Adverbs of sequence Questions Near future tense	NC/Sequenced links: Conditional tense Near future tense (full paradigm) Impersonal verbs Jobs Questions	NC/Sequenced links: Infinitives after opinion verbs Object pronouns Opinion verbs (1 st , 2 nd , 3 rd person singular) Comparative structures Near future tense Negatives Present tense Extend sentence with adverbs.	NC/Sequenced links: How to form a question Questions - voice intonation Question words Connectives	NC/Sequenced links: Regular verbs - infinitives and conjugation (present tense) Prepositions + places To go (present tense, full paradigm) Present tense Prepositions (countries/transport) Negatives Adverbs of time, seasons holiday activities weather phrases Near future tense Questions	NC/Sequenced links: Time phrases Past tense – key expressions Imperfect tense – key expressions
	Employment links? Use of languages in different jobs and careers – Options focus, interviews and PPTS of celebrities who speak another language, people who use languages in their jobs. Student projects: individual and group work. Sept: Jobs and careers. Jan/Feb: Options and careers revisited.					

9	Autumn Term		Spring Term	Summer Term
	Pre-GCSE skills and strategies	Unit 1 – Identity and relationships with others	Unit 2 – Healthy Living and Lifestyle	Unit 3 – Education and Work
	KS3 linked concepts covered: Grammar terminology nouns, gender, articles, interrogatives, regular verbs in the present tense, irregular verbs . Numbers Dates and times Using to have and to be Revisit key phonics.	KS3 linked concepts covered: Possessive adjectives (my, your, his, her) Reflexive verbs Adjective agreement Comparatives and superlatives Position of adjectives The immediate future and the future tense Direct and indirect object pronouns	KS3 linked concepts covered: Present tense Expressing preferences and opinions Indefinite pronouns Expressions of quantity Past tense Modal verbs Impersonal verbs Negatives Reflexive verbs (1 st , 2 nd , 3 rd person singular present) Imperatives (2 nd person singular and plural) Impersonal verb forms Imperfect tense of irregular verbs Recognising the pluperfect tense The conditional tense Using the present participle	KS3 linked concepts covered: Irregular and regular verbs (past, present, near future) Present tense Past tense Modal verbs revision (present tense) Reflexive verbs (1 st , 2 nd , 3 rd person singular present and perfect - daily routine) Impersonal verbs Impersonal verbs with time Imperfect tense (1 st , 2 nd , 3 rd person singular) Direct object pronouns Adverbs of sequence Conditional

	Key Ideas: How language works: the basic components of a sentence, how they fit together, sentence structure, basic tense concepts. Revision of basic personal information. (name, age, where you live, birthday, description, basic likes and dislikes). Developing study skills including dictionary skills and revision strategies/file. Intro to Kerboodle online textbook and resources.	Key Ideas: Describe a person's nationality, character, personality and physical appearance. Future plans. Describe relationships with friends and family. Different types of families. Describe qualities of a good friend. Describe ideal partners and why. Describe different types of partnerships - pros and cons.	Key Ideas: Give preferences for food and drink. Discuss attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, and consequences. Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions.	Key Ideas: Express opinions about school subjects, homework, school rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs. Refer to primary school days. Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications.
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	NC/Sequenced links: Developing Dictionary skills and revision strategies. Encouraging good study skills and habits. Nouns – gender, plurals and articles (definite and indefinite) Subject pronouns Adjectives – position and agreement Possessive adjectives Verbs – regular and irregular Conjugating verbs in the present tense Negatives	NC/Sequenced links: Learning vocabulary Ignoring words which are not needed Including adjectives Understanding near-cognates when listening	NC/Sequenced links: Memorising phrases. Coping strategies Adding extra information Building your speaking and writing skills Using visual clues to understand texts Adding opinions to produce more complex sentences	NC/Sequenced links: Topic vocabulary (school subjects, jobs) Reflexive verbs Past tense Imperfect tense with opinions: School rules Understanding and using a timetable:
Employment links? Recognising, describing and evaluating personal qualities, strengths and weaknesses. Research job related vocabulary to describe family members' jobs and places of work.				

10	Autumn Term		Spring Term		Summer Term	
	Unit 4 – Freetime activities	Unit 5 – Customs and festivals	Unit 5 – Customs and festivals	Unit 6 – Celebrity Culture	Unit 7 – Travel and Tourism	Unit 7 cont Revision of themes 1 and 2 for mock exams
	Y9 linked concepts covered: Adverbs of frequency Infinitive verb phrases Using subordinating conjunctions Developing sentences using connectives and if clauses Opinion verbs Use a variety of adverbs and connectives. Use comparatives to compare activities / give preference.	Y9 linked concepts covered: Using pronouns Using intensifiers Revision and use of if clauses in the present and future tenses	Y9 linked concepts covered: The present tense of some common irregular verbs Direct object pronouns Adjectives and intensifiers/adverbs	Y9 linked concepts covered: Revision of modal verbs + infinitive Recognising modal verbs in the conditional If clauses + present tense + future tense The imperative (polite/plural forms) Verbs of possibility	Y9 linked concepts covered: Using prepositions for countries and modes of transport Using negatives Sequencing words and phrases Revision of the perfect tense and preterit Revision of the imperfect tense of regular verbs Revision of the imperfect tense of common irregular verbs	
	Key Ideas: Talking about Hobbies and Sports In 3 tenses TV, cinema and music Comparing leisure activities around the world Extreme sports Refer to sporting events and favourite sports personalities / teams.	Key Ideas: Learn about local and national festivals in the UK and in the target language-speaking countries / communities. Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.	Key Ideas: Talking about celebrations Talking about how we celebrate Talking about festivals Describing international festivals	Key Ideas: Give opinions and personal details on a variety of celebrities / famous people. Refer to celebrity magazines / articles / reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.	Key Ideas: Describing holiday destinations Talking about holiday preferences Talking about holiday activities Talking about visiting different places in France	Key Ideas:

		Refer to food on special occasions and at celebrations. Refer to nationally renowned events such as sports/cinema events Country traditions / customs focus.		Give opinions about celebrities' activities / influences on young people and wider society. Refer to events involving famous people, e.g., music, film, TV, fashion, culture and technology.		
	NC/Sequenced links: Planning a longer and structured piece of writing Building sentences into paragraphs, increasing complexity of writing using conjunctions and adverbs	NC/Sequenced links: Using a mnemonic Requesting help Developing confidence when speaking Making use of social and cultural context when reading	NC/Sequenced links: Using a glossary or bilingual dictionary Using verbal context when listening Using adverbs to enhance sentences Recognising common patterns in the target language when listening	NC/Sequenced links: Revising known words and phrases Making use of social and cultural context when listening Justifying answers Agreeing and disagreeing in a discussion	NC/Sequenced links: Using negatives to improve writing Paraphrasing Expressing opinions and using intensifiers Recognising cognates and near-cognates when reading	NC/Sequenced links: Forming longer sentences Describing physical properties
	Employment links? Travel and Tourism industry links, the importance of languages in education (transferable skills) and global communication					

11	Autumn Term		Spring Term		Summer Term	
	Unit 8 Media and Technology	Unit 9 – Environment and Where people live	Preparation for Speaking exams	Revision	Revision	N/a
	Y10 linked concepts covered: Using the comparative of adverbs Superlative adverbs Revision of modal verbs Revision of impersonal verbs	Y10 linked concepts covered: Revision of the past tense Reflexive verbs in the past tense Talking about visiting countries and towns using prepositions Using common expressions in the imperfect tense Indefinite articles The imperfect tense of common verbs Deciding between the perfect/preterit and imperfect tenses	Y10 linked concepts covered: Group and individual speaking practice with FLA. Individual mock speaking exams		Y10 linked concepts covered: Skills-based revision programme for listening, reading, writing Group listening workshops with FLA	
	Key Ideas: Refer to internet and social media - describe how it is used / its importance to young people and society, frequency of use, preferences, advantages / disadvantages.	Key Ideas: Discussing local environmental issues and actions. Discussing environmental problems and their solutions Describing your home.	Key Ideas: Role Plays Reading aloud + unseen questions Photo cards and Themed conversation questions		Key Ideas: Regular translations (line translations and paragraph) 50 word/90 word/150 word writing tasks Listening and Reading practice	

	Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages / disadvantages.	Talking about surroundings and types of accommodation. Describing what a town is like, and what there is to see and do.			
	NC/Sequenced links: Agreeing or disagreeing Using visual and verbal context in reading Revising regular verbs in the present tense Revising infinitive verbs	NC/Sequenced links: Using adverbs Using quantities Revision of using the past tense of regular verbs Emphatic pronouns Adverbs of time and place Revision of the position and agreement of adjectives Plurals of nouns Negative phrases Demonstrative adjectives Prepositions Ignoring words which are not needed in listening tests	NC/Sequenced links: Describing a photo and developing spoken answers Developing longer sequences of spoken language Spontaneous speaking skills	NC/Sequenced links: Exam skills – writing, reading, listening, translating Exampro AQA Grammar and Translation skills workbook activities.	NC/Sequenced links:
	Employment links: Transferable skills, links to other languages and cultural links.				