

## Key Stage Three Curriculum Overview for MFL Y7 2022-23 onwards

### Curriculum Intent

Our MFL curriculum is organised in a way to ensure that learning a language :

- Fosters pupils' curiosity and deepens their understanding of the world and of the Target Language (TL) culture
- Enables pupils to express their ideas and thoughts in another language
- Provides opportunities for pupils to communicate confidently for practical purposes across all 4 skills
- Equips students with skills to understand, respond to, and appreciate spoken and written language from a variety of authentic sources
- Increases confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, through use of language in real life contexts
- Ensures students can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt e.g. using 5 tenses by the end of Year 9
- Provides the foundation for learning further languages and future language study, equipping pupils to study and work in other countries
- Promotes literacy and numeracy, where applicable.
- Enables pupils to understand how language works, both in TL and to support development of literacy in English, by exploring similarities and differences
- Enables pupils to use and manipulate language, to apply it in different ways
- Equips pupils with the knowledge + cultural capital they need to succeed in life
- Encourages pupils to appreciate + celebrate different cultures

Why? To enable pupils to become more global citizens, communicating in TL and understanding a range of cultures

### How does the KS3 curriculum build on that from KS2?

In Key Stage 2 the emphasis is on communication in the classroom, problem-solving and building a firm foundation of key vocabulary about themselves and phrases in preparation for Key Stage 3. In Key Stage 3 pupils are encouraged to be more independent in their learning and to become more creative and spontaneous in their use of language, exploring different and more complex grammars and syntax in both verbal and written form.

At KS3, students:

- Develop building blocks of the language, through phonics, vocabulary + grammar to enable pupils to develop linguistic ability
- Expand in depth and breadth across phonics, vocabulary and grammar in all 4 skills to allow students to confidently express themselves (and the views of others) in the TL
- Build on foundations of language learning skills at KS2, whether pupils continue with the same language or take up a new one
- Develop language skills, and linguistic knowledge (grammar and vocab)
- Make links between strategies they use and success criteria
- Develop strategies to use when faced with communication difficulties
- Speak spontaneously + take risks in the TL
- Develop strategies + understand relationship between written + spoken forms of the language

## What do students do with their acquired knowledge and skills?

Students:

- Communicate with increasing confidence about themselves and others in the target language
- Reflect on the world we live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young people of their own age on topics that interest and stimulate them
- Use skills acquired to adapt and create language independently and in future studies

## How does the curriculum align to and go beyond the National Curriculum?

The National Curriculum enables pupils 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. Our curriculum takes into account the National Curriculum but we do so much more, going beyond that, increasing in breadth + depth e.g. the NC requires students to be able to identify and use tenses to convey present, past and future events. We go beyond this by studying and using the imperfect and conditional tenses, with a range of pronouns (rather than only first person singular). Consolidation and retrieval of key knowledge is embedded throughout the curriculum to ensure that pupils are confident. Our extra-curricular programme ensures that students are given multiple opportunities to engage with the language(s) of study and TL cultures both in and out of the classroom.

## What new knowledge are students taught?

Term	Year 7 French	Year 7 Spanish	Year 8 French	Year 8 Spanish	Year 9 French	Year 9 Spanish
Autumn	- Introduce yourself, your pets and your family, talk about likes and dislikes (present tense er verbs)	- Introduce yourself, your pets, your personality and your family (irregular verbs ser and tener)	- Talk about your town/village, where you go and what you can do there. (modal verbs)  Talk about my use of media. (present tense er, ir, re verbs, avoir + être)	- Talk about a past holiday ( use preterite of ser, ar , er+ir verbs)  - Talk about media ( present tense, opinions, comparative, use 2 tenses)	Talk about yourself and media (using 3 tenses together, direct object pronouns “it/them”)  - Talk about fitness and health eating (simple future tense)	-Talk about things you like, your week, films, birthday, famous people, describe a day out, irregular verbs in present, regular in past + near future - Talk about work, future plans, typical day in your job. Use 3 tenses, adjective agreements + tener que
	During the autumn term the majority of students in Year 7 spend half a term learning French and half a term learning Spanish and are then given the opportunity to indicate which language they would prefer to continue studying throughout KS3. This enables students to build upon and consolidate primary school knowledge, further their cultural knowledge, develop metacognitive linguistic skills e.g. by making links between the two languages (verb conjugation, adjectival agreements, cognates etc.), and develop confidence as language learners. Students making exceptional progress in languages may continue both throughout KS3.					
Spring	- Talk about your family, physical descriptions (avoir, être, adjective	- Talk about your yourself and your family, physical descriptions,	- Talk about a past visit of Paris. (perfect tense, express opinion in past)	- Talk about food + meal times ( use more opinions,	- Talk about the future, ambitions and why it is important to learn a	-Talk about fitness + routine ( diet, active lifestyle, daily routine, illnesses +

	<p>agreements) describing yourself and others (present tense er verbs)</p> <p>- Talk about school subjects, timetable, school daily routine, schools in France (partitive articles, opinions + reasons, re and ir verbs)</p>	<p>where you live (estar, ser+tener, possessive adjectives, adjective agreements)</p> <p>- Talk about your likes + dislikes, weather ( me gusta + inf, ar verbs in present tense, hacer and jugar)</p>	<p>Talk about my identity. (reflexive verbs and adjective agreement, near future tense)</p> <p>- Talk about where I live, cultural celebrations and food. (Using 3 tenses, comparative)</p>	<p>negatives, near future tense)</p> <p>- Talk about arranging to go out, clothes ( use me gustaria + inf, querer + poder, use 3 tenses)</p>	<p>language (modal verbs, imperfect + future tenses)</p> <p>- Talk about holidays using a range of tenses ( including conditional)</p>	<p>problems). Use stem changing verbs, direct object pronoun, reflexive verbs, se debe, me duele(n)</p> <p>- Talk about world issues ( childrens' rights, fair trade, recycling, fundraising ). Use conditional tense + poder, se deberia</p>
<p>Summer</p>	<p>- Talk about computers, mobiles and internet. Discuss which sports you play. What you like doing. Describe what other people do. (aimer +inf, faire)</p> <p>- Talk about holidays, going out, buying food and drinks. (Reflexive verbs and conditional/ near</p>	<p>- Talk about school – subjects, school, break activities (me gusta(n), er +ir verbs in present tense, ar verbs)</p> <p>- Talk about where you live – your town / village, tell the time, oder in a café ( use ir , querer + near future tense)</p>	<p>- Talk about where I live, cultural celebrations and food. (Using 3 tenses, comparative, superlative)</p> <p>Consolidation of all grammar covered in Year 7 and 8</p>	<p>- Describing holidays (a holiday home, activities, directions, summer camps) ( use comparative + superlative, 3 tenses, major + peor</p> <p>Consolidation of all grammar</p>	<p>-Describing holidays, using five tenses: present, past, future, conditional and imperfect reflexive verbs, expressions with avoir, si phrases, all direct object pronouns</p> <p>Discussing myself and the world</p>	<p>-Discussing global issues using modal verbs and the superlative, comparative, simple future tense, present, preterite, conditional and imperfect tenses</p> <p>Discussing myself and the world</p>

	<p>future tense to say where I would like to go on holidays.)</p> <p>Consolidation of all grammar covered in Year 7</p>	Consolidation of all grammar covered in Year 7		covered in Year 7 and 8	around me including consolidation of all vocabulary and grammar covered in KS3	around me including consolidation of all vocabulary and grammar covered in KS3
<b>Rationale for this sequencing</b>	<p>Pupils start communicating in the target language by giving simple personal information + opinions. Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocab + grammar. Phonics is embedded at each stage and taught</p>	<p>Pupils start communicating in the target language by giving simple personal information + opinions. Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary +</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar. Eg. The present tense is developed in breadth + depth from regular verbs in yr7 to using a wider range of irregular verbs in yr8. This leads on to the perfect tense (regular verbs then</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar. Eg. Adjectives are learnt in the Autumn term to describe a past holiday, so that pupils can use the more complex</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar. Eg, the simple future tense is learnt in the autumn term, in early spring term, students learn the imperfect tense, both of which contribute to the formation of the conditional in the late spring.</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar. Eg.Regular verbs are studied in 3 tenses in the autumn term before moving on to more complex irregular stem</p>

	<p>implicitly and explicitly throughout the KS3 curriculum.</p> <p>Sentence construction begins in Year 7 with students taught the basics of word order and verb conjugation. We build on these skills with each topic, ensuring that students are able to use the 4 essential skills (speaking, listening, reading &amp; writing) within each topic. Eg Pupils need to understand + be able to conjugate regular present tense verbs ( understanding terminology such as infinitive constructions) before moving on more complex grammar eg infinitive</p>	<p>grammar. Phonics is embedded at each stage and taught implicitly and explicitly throughout the KS3 curriculum.</p> <p>Sentence construction begins in Year 7 with students taught the basics of word order and verb conjugation. We build on these skills with each topic ensuring that students are able to use the 4 essential skills (speaking, listening, reading &amp; writing) within each topic. Eg Pupils need to understand + be able to conjugate regular present tense verbs ( understanding</p>	<p>later using irregular verbs), so that pupils can communicate more information about themselves. This knowledge is further developed by using a range of pronouns. Ability to understand and apply sound-symbol correspondences continues to be developed.</p>	<p>comparative + superlative of adjectives in the summer term. Ability to understand and apply sound-symbol correspondences continues to be developed.</p>	<p>Ability to understand and apply sound-symbol correspondences continues to be developed.</p>	<p>changing verbs in the spring term. Ability to understand and apply sound-symbol correspondences continues to be developed.</p>
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	constructions, near future tense	terminology such as infinitive constructions) before moving on more complex grammar eg infinitive constructions, near future tense				
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### How and where do students build knowledge through KS3?

The KS3 MFL curriculum is carefully sequenced around the building blocks of sounds (phonics), words (vocabulary), and rules (grammar), thus developing students' linguistic ability and enabling them to become confident language learners with "the ability to immerse themselves in the culture and traditions of the countries in scope" (*Ofsted Curriculum Research and Review Series: Languages, 2021*). In addition, pupils have the chance to experience cross-curricular studies and are given regular opportunities to develop and practise the personal, learning and thinking skills required to operate as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.