

Curriculum Intent and Exam Boards

Our MFL curriculum is organised in a way to ensure that, by the end of Year 11, learning a language :

- Enables pupils to communicate confidently and more fluently with different kinds of people, in different contexts, for different purposes about an increasingly wide range of themes, across all 4 skills
- Deepens pupils' understanding of the world and of the Target Language (TL) culture (including use of idioms), allowing them to discover and develop an appreciation of a range of writing in the language studied, including literary texts, poetry etc.
- Equips students with skills to understand and respond to more complex spoken and written language from a variety of authentic sources
- Ensures students can write at varying length, for different purposes and audiences, using the wide variety of grammatical structures and vocabulary that they have learnt (e.g. 40 word, 90 word, 150 word essays)
- Provides the foundation for learning further languages and future language study, equipping pupils to study and work in other countries
- Pupils use and manipulate language, to apply it in different and creative ways

Why? To enable pupils to broaden their horizons, converse with increasing fluency with others, explore cultures + strengthen their economic prospects

The exam board is **AQA** (French (8658), Spanish (8698)). All four skills are assessed at the end of the course and are equally weighted (25%):

Speaking: this exam involves describing a photo, a role-play task, and a general conversation in which students answer questions based on two of the three themes.

Listening: students will be expected to understand statements, short and long conversations, and longer passages in the target language.

Reading: students will be expected to respond to questions in English and in the target language, read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.

Writing: students are required to respond to two (Higher) or three (Foundation) written tasks. Both tiers will be required to translate a short passage into the target language.

How does the KS4 curriculum build on that from KS3?

The curriculum builds on prior learning at KS3 by:

- revisiting many of the same topics in greater depth and breadth, in order to deepen knowledge and increase linguistic and grammatical sophistication.
- allowing pupils to deepen their knowledge about how language works and enrich their vocabulary
- increasing pupils' independent use and understanding of extended language in a wide range of contexts
- enriching pupils' use of their mother tongue through comparison of the language and culture of another country
- encouraging pupils to manipulate language both for purpose and audience
- developing language-learning skills both for immediate use and to prepare pupils for further language study and use in school, higher education or employment.

What do students do with their acquired knowledge and skills?

Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged. Students are taught to communicate fluently and effectively in the target language and to understand increasingly more complex language.

Students communicate with increasing confidence information on 3 themes : - identity + culture - local , national, international + global areas of interest - current + future study and employment

Students reflect on the world we live in, using contexts both familiar and unfamiliar to them in their everyday lives

Students use skills acquired to adapt and create language independently and in future studies

How does the KS4 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 for example the imperfect, conditional, pluperfect tenses with a range of pronouns, subjunctive, direct and indirect object pronouns

What new knowledge are students taught?

Term	Year 10 French	Year 10 Spanish	Year 11 French	Year 11 Spanish
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<p>Autumn</p>	<p>- Talk about friends + what makes a good friend, use irregular verbs in present tense -talk about family relationships, use reflexive verbs in present - make arrangements to go out, use near future -describe a night out with friends, use perfect tense -talk about life when you were younger, use imperfect tense</p> <p>-talk about sport, use depuis + present tense -talk about your life online, use the comparative -talk about books + reading, use the imperfect tense (range of pronouns) -talk about tv programmes, use direct object pronouns (le, la, les)</p>	<p>- discuss holidays + the weather, revise present + preterite tenses -say what you do in the summer, use present tense -talk about holiday preferences, use range of pronouns - say what you did on holiday, use preterite tense - describe where you stayed, use imperfect tense - book accommodation + deal with problems, use verbs with usted -give an account of a holiday in the past, use 3 tenses together -give opinions about school subjects -describe school facilities -describe school uniform + school day, use adjectives - talk about subjects + teachers, use comparative + superlative - describe your school, use negatives -talk about school rules + problems, use phrases followed by infinitive -talk about plans for a school exchange, use near future - talk about activities + achievements, use object pronouns</p>	<p>-talk about your school, use pronouns il + elle -compare school in UK + French-speaking countries, use pronouns ils+ ells -discuss school rules, use il faut + il est interdit de - talk about getting the best out of school, use imperative -talk about a school exchange, use 3 time frames</p> <p>- discuss jobs + work preferences - discuss career choices, use “better/worse, the best, the worst” - talk about hopes, plans + wishes, understand the subjunctive - discuss the importance of languages, use adverbs - apply for jobs, use direct object pronouns in perfect tense -understand case studies, use verbs followed by à / de</p>	<p>-describe mealtimes + daily routine -talk about illnesses + injuries -talk about typical foods, use the passive - compare different festivals, how to avoid the passive - describe a special day, use reflexive verbs in preterite - order in a restaurant, use absolute superlatives - talk about a music festival, use expressions followed by the infinitive</p> <p>-talk about different jobs + job preferences -talk about how you earn money, use soler in imperfect -talk about work experience, use preterite + imperfect together -talk about the importance of learning languages, use present + present continuous -apply for a summer job, use indirect object pronouns - discuss gap years, revise the conditional - discuss plans for the future, use subjunctive with cuando</p>
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<p>Spring</p>	<p>talk about where you live - describe a region, use pronoun "y" -talk about a town, village or district, use negatives - discuss what there is to see and do, ask questions using quel - discuss plans + the weather, use future tense -describe community projects, use 3 tenses</p> <p>- talk about your holidays – where you normally go + what you normally go -talk about holidays past, present + future - describe an ideal holiday, use conditional tense -book + review hotels, use reflexive verbs in perfect tense -order in a restaurant, use en + present participle -talk about travelling, use avant de+ infinitive - buy souvenirs, use demonstrative pronouns +adjectives -talk about holiday disasters, use pluperfect tense</p>	<p>-talk about socialising + family, use verbs in present tense - describe people, use adjectival agreements -talk about social networks, use para with infinitives -make arrangements to go out, use present continuous</p> <p>-talk about reading preferences, use range of connectives -describe people, use ser + estar -talk about friends + family, use range of relationship verbs</p> <p>-talk about free-time activities, use stemchanging verbs -talk about TV programmes + films, use adjectives of nationality -talk about what you usually do, use soler + infinitive -talk about sports, use imperfect tense -talk about what's trending, use perfect tense - discuss different types of entertainment, use algunos, ciertos, otros, muchos, demasiados, todos -talk about who inspires you, use range of past tenses</p>	<p>-talk about what makes you tick - discuss problems facing the world, make connections between word types -talk about protecting the environment, use modal verbs in conditional - discuss ethical shopping, use passive - talk about volunteering, use indirect object pronouns -discuss big events, give arguments for + against</p>	<p>describe types of houses -talk about the environment - discuss healthy eating - consider global issues, use present subjunctive - talk about local actions, use subjunctive in commands - discuss healthy lifestyles, -talk about international sporting events, use imperfect continuous</p>
<p>Summer</p>	<p>-describe your daily life, use pouvoir + devoir -talk about</p>	<p>-talk about places in a town - ask for + give directions -talk</p>	<p>-consolidation and revision of all 3 themes : - identity + culture -</p>	<p>-consolidation and revision of all 3 themes : - identity +</p>

	<p>food for special occasions, use pronoun “en” -use polite language, ask questions using tu+ vous -describe family celebrations, use venir de+ infinitive -describe festivals + traditions, use combination of tenses</p>	<p>about shops, shop for souvenirs -describe the features of a region, use se puede + se pueden -plan what to do, use future tense - shop for clothes + presents, use demonstrative adjectives -talk about problems in a town, use conditional tense - describe a visit in the past, use different tenses together</p>	<p>local , national, international + global areas of interest -current + future study and employment</p>	<p>culture - local , national, international + global areas of interest -current + future study and employment</p>
<p>Rationale for this sequencing</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 vocab + grammar. Eg the imperfect tense first person singular is developed from yr9 (with some more complex irregular verbs) in the first half of the autumn term, before learning more complex verb endings using a range of pronouns</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 vocab + grammar. E.g. consolidation of the future tense in the autumn term, imperfect tense in the spring term enables students to learn more complex conditional tense in the summer, which is a combination of future + imperfect</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 vocab + grammar. Eg conditional tense is covered in Y10 for regular verbs, before more complex modal verbs in the conditional are used in Y11</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 vocab + grammar. Eg in the autumn term, pupils learn to describe mealtimes, so that they can discuss the deeper, more complex issue of healthy lifestyles in the spring term</p>

How and where do students build knowledge through KS4?

The GCSE course builds on students' language skills in Key Stage 3. They revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

Students:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French or Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

At KS4, students deepen their understanding of Francophone and Hispanic cultures, thus encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.