

Curriculum Progression Pathway for MFL (Modern Foreign Languages)

Subject Intent: The study of a foreign language provides freedom from insularity and an opportunity to explore other cultures. It helps to equip students with the cultural capital and understanding of *otherness* they need to succeed in life. It encourages students to appreciate and celebrates differences and be accepting of those whose lives are not like ours. Our curriculum enables students to express their ideas and thoughts in another language. The curriculum provides opportunities for students to communicate for practical purposes and to understand and respond in both speech and writing. Our curriculum is built around the 3 pillars of language learning, vocabulary, grammar and phonics, which instils confidence. The study of MFL at Key Stage Three provides foundations for students who have not studied a language before whilst building on work completed by some at Key Stage Two. Students are trained in key language learning skills to enable further study of their second or other languages and showing them that travel, living and working abroad are all possible.

Why is the study of MFL important?

- The study of a foreign language provides freedom from insularity and an opening to other cultures. It helps to equip students with the knowledge and cultural capital they need to succeed in life. It encourages students to appreciate and celebrate differences. Learning a Modern Foreign Language (MFL) supports an understanding of living in a multi-cultural society, provides an opening to other cultures and fosters curiosity about the wider world. Languages therefore promote intercultural understanding, something of ever-increasing importance in this world of global trade, travel and communication. In an area of largely white British families, language studies can raise aspirations and introduce students to new pathways. Language learning is a marker of social advantage in the UK; the more disadvantaged you are the less likely you are to be able to learn a language to a high level at school and it is therefore vitally important that we offer MFL to students at GCSE.
- Our curriculum aims to enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. The curriculum provides opportunities for students to communicate for practical purposes with strands on vocabulary, grammar and phonics to help students succeed. The intense mental stimulation of learning a language helps maintain and grow cognitive function. Learning a language means we are spending time learning something challenging; we are developing our resilient brain and supporting decoding and analytical skills. Studies have shown that learning new languages leads to a measurable improvement in our attention capacity.
- The study of MFL at Key Stage Three builds on some work completed at Key Stage Two and provides the foundation for further study in language

one or in other languages, equipping students to study and work in other countries. Languages open windows when doors close and expand financial prospects. Fluency in a second language can lead to well-paying job prospects in countless industries including diplomacy, interpreting, marketing and international aid. Given the current uncertain political situation and the impact on students' futures of BREXIT, it is more important than ever to equip students with the skills to bridge cultural and linguistic gaps. Commentators have noted that, as Britain leaves the European Union, it's more important than ever to show how much we value international opportunities, language-learning, and ensuring our young people have a global outlook. Employers value languages, as they are increasingly important to make sure we can compete in the global market and are vital for some graduate schemes.

- Olulade et al, 2016 suggest that languages make you more intelligent. Languages can be an enabler of success as higher cognitive skills honed in languages also benefit students in other subjects such as mathematics and science. Recent studies show a positive correlation between second language learning and academic achievement. Language learners develop the ability to communicate with self-awareness and confidence in the face of spontaneity, and language teaching gives explicit language knowledge and strategies to help learn other languages in the future. Learning a language gives students significant transferable skills as it reinforces linguistic competence and the use of grammar and syntax. They also give us an understanding of how to develop a good memory.

What skills will the study of MFL teach you?

- Listening skills: listen to a variety of forms of spoken language to obtain information and respond appropriately; transcribe words and short sentences with increasing accuracy (using phonic sound-spelling links)
- Reading skills: read and understand original and adapted materials from a range of sources, understanding the purpose, important ideas and details (using vocabulary and grammar structures which have been intentionally taught to support); provide an accurate English translation of suitable material; read authentic texts in the target language
- Speaking skills: initiate and develop conversations; express and develop ideas clearly and with increasing accuracy; speak coherently and confidently using phonic knowledge to use increasingly accurate pronunciation and intonation
- Writing skills: express and develop ideas clearly and with increasing accuracy; write prose using an increasingly wide range of grammar and vocabulary (building on these two pillars); write creatively to express their own ideas and opinions; translate written texts into the foreign language

What will you know and understand from your study of MFL?

- The building blocks of the language (sounds, words and rules about these connect to create sentences and meanings) are structured to help students make progress from novice learners in phonics, vocabulary and grammar
- Identify and use tenses or other structures which convey the present, past and future
- Use and manipulate key grammatical structures and patterns
- Develop and use a wide-ranging vocabulary that goes beyond immediate needs and interests
- Give and justify opinions
- Use accurate grammar, spelling and punctuation

How does your study of MFL support your learning in other subjects?

- The study of MFL supports learning in all subjects where students need to communicate orally or in writing in English due to the focus on accurate grammar. When studying grammar points in MFL, students develop a greater awareness of grammatical structures in English and can apply these to other subjects.
- The study of MFL is an academic challenge and the skills involved in retrieval practice for effective retention of knowledge in MFL can be applied to other subjects; in particular the skills developed by memorising new vocabulary items can be applied to general revision of all subjects
- The study of MFL can support students with spotting patterns in other subjects, for example maths.
- The study of MFL can support students learning geography, history and personal development due to the focus on cultural awareness and understanding and developing students' cultural capital.

How can you deepen your understanding of MFL?

You can deepen your understanding of MFL by:

- Using Duolingo or other similar apps to practise your language skills on a daily basis - little and often makes all the difference when learning a language
- Using the internet to listen to authentic radio broadcasts from the target language countries
- Using the internet to read authentic materials including short news articles - especially those designed for younger people
- Finding a penpal online from a target language country
- Completing practice tasks on grammar and translation using the GCSE Grammar & Translation workbook
- Completing extension tasks from the back of our textbooks - these show you a wider range of vocabulary and content from the themes studied

How can MFL support your future?

- Languages open windows when doors close and expand financial prospects. Fluency in a second language can lead to well-paying job prospects in countless industries including diplomacy, interpreting, marketing and international aid. Given the current uncertain political situation and the impact on students' futures of BREXIT, it is more important than ever to equip students with the skills to bridge cultural and linguistic gaps. Commentators have noted that, as Britain leaves the European Union, it's more important than ever to show how much we value international opportunities, language-learning, and ensuring our young people have a global outlook. Employers value languages, as they are increasingly important to make sure we can compete in the global market and are vital for some graduate schemes.

Exam board used in Y10 & Y11

AQA (GCSE French from the 5-year course; GCSE German on the two-year GCSE; GCSE Spanish ab initio from Year 9 on the legacy three-year KS4)

CURRICULUM PROGRESSION PATHWAY FOR FRENCH 2023-2024

	Year 7	Year 8	Year 9: One lesson per week to allow access to second foreign language	Year 10: Not currently taught	Year 11: Legacy: year 3 of 3 year Key Stage 4
Autumn 1	Vocabulary: Classroom language, greetings, how you are feeling, alphabet, numbers, birthdays, colours and pets. Grammar: Masculine & feminine nouns,	Vocabulary: Places in town, directions and prepositions of place, weekend plans, invitations Grammar: <i>il y a/il n'y a pas de</i> , prepositions, the verb aller, à + articles, verb clusters (je vais / tu veux /	Vocabulary: TV programmes, films at the cinema, things I do with technology Grammar: Regular verbs in three tenses. Phonics: SFC; A, I, EU		Begin the work and jobs topic then use this new content to talk about future plans using the future tense and what students would like to do using the conditional. Use all three tenses to discuss part-time jobs and earning money then use the perfect / imperfect tenses to

	adjective agreement. Phonics: SFC; A, I, EU Culture: <i>Halloween vocabulary</i>	on peut) Phonics: SFC; A, I, EU Culture: <i>La Maison Hantée</i>			discuss work experience
Autumn 2	Vocabulary: School bag items, likes and dislikes, hobbies. Grammar: Negative structures, singular and plural nouns. Phonics: AN-AM-EN-EM; Q-QU; CH Culture: <i>Le Loup qui n'aimait pas Noël.</i>	Vocabulary: Types of houses and rooms, activities at home, food, furniture. Grammar: Adjective agreement, comparative adjectives, faire, prepositions Phonics: AN-AM-EN-EM; Q-QU; CH Culture: <i>Christmas vocabulary</i>	Vocabulary: Describing family members and family relationships, physical appearances. Grammar: Avoir and être in the first and third person, reflexive verbs. Phonics: AN-AM-EN-EM; Q-QU; CH		Practise all four skills in exam conditions by completing the full suite of exam papers including speaking. DIRT lessons allow students to complete foundation / higher papers to ensure that the correct tier of entry is selected.
Spring 1	Vocabulary: Family and describing people's personality and appearance. Grammar: Avoir and être first and third person singular. Adjective agreement. Phonics: E+1; -E; È-Ê; É-ER-ES-EZ Culture: <i>Francophone people</i>	Vocabulary: Places in Paris, typical holiday activities, opinions of activities. Grammar: il y a / il n'y a pas de, aller + à, verb clusters (je vais / on peut / j'aime / je voudrais) Phonics: E+1; -E; È-Ê; É-ER-ES-EZ Culture: <i>The City of Paris</i>	Vocabulary: Cultural project <i>Les Choristes</i> . Describe people, give opinions, make predictions, write a film review. Grammar: Adjective agreement, past and future tense. Phonics: E+1; -E; È-Ê; É-ER-ES-EZ		Build new knowledge on national and international areas of interest by learning about what worries students, the environment, natural disasters, ethical shopping and volunteering. Further develop knowledge of three tenses by reading and listening to these in context. Exam skills are further developed and practised.
Spring 2	Vocabulary: Time, school subjects and	Vocabulary: Where I went in Paris, modes of	Vocabulary: Hobbies, music preferences.		Practise exam technique for all four skill areas with particular

	<p>opinions, school facilities. Grammar: Adjective agreement, first person singular form of aller. Phonics: EU-OE-OEU; G; G+ Culture: <i>Easter in France</i></p>	<p>transport, more complex opinions. Grammar: Perfect tense with avoir and être, negatives, irregular past participles. Phonics: EU-OE-OEU; G; G+ é Culture: <i>Qui a volé la Joconde?</i></p>	<p>Grammar: Recall and use three tenses. Phonics: EU-OE-OEU; G; G+</p>		<p>emphasis on the speaking exam before taking Year 11 GCSEs.</p>
Summer 1	<p>Vocabulary: Technology, sports, weather and activities with friends. Grammar: Present tense of regular -er verbs; faire; verb clusters (opinion verbs + infinitive and on peut + infinitive, je vais + infinitive) Phonics: I-Î-Y; IEN; IN-IM-AIN-AIM Culture: <i>L'histoire de la Pétanque</i></p>	<p>Vocabulary: Festivals and celebrations across the year, opinions and favourite festival, birthday activities. Grammar: Present and past tense review, verb clusters (opinion + infinitive). Phonics: I-Î-Y; IEN; IN-IM-AIN-AIM Culture: <i>Le mardi gras</i></p>	<p>Vocabulary: Activities with friends, clothes, sports. Grammar: Recall and use three tenses, adjective agreement, depuis. Phonics: I-Î-Y; IEN; IN-IM-AIN-AIM</p>		<p>Practise exam technique for all four skill areas before taking Year 11 GCSEs.</p>
Summer 2	<p>Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Present and near future tense. Phonics: O-Ô-AU-EAU Culture: <i>Le Petit Nicolas / Olympics project</i></p>	<p>Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Phonics: O-Ô-AU-EAU Culture: <i>Le Petit Prince / Olympics project</i></p>	<p>Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Phonics: O-Ô-AU-EAU Culture: <i>Comme un lion</i></p>		

CURRICULUM PROGRESSION PATHWAY FOR GERMAN 2023-2024

	Year 7	Year 8	Year 9: One lesson per week <i>ab initio</i>	Year 10: Two-year GCSE; three lessons per week	Year 11: <i>Not currently taught</i>
Autumn 1			Vocabulary: Basic greetings, names, alphabet, numbers, birthday, countries and languages, family members, pets and colours Grammar: Numbers and the present tense of haben (singular) Phonics: ei- and ai- sounds	Deepen knowledge and understanding of school in the present tense then use the perfect tense to talk about holiday activities. Describe a school day and learn how to ask and answer questions. Use modal verbs to talk about school rules. Use the future tense and learn more about negative sentences and practise German word order.	
Autumn 2			Vocabulary: Classroom & schoolbag items, school subjects, basic opinions, freetime activities Grammar: Masculine feminine and neuter nouns, possessive pronouns, nominative and accusative cases, plurals, singular paradigm of sein, spielen, machen in the present tense, Time Manner Place Phonics: eu- sounds	Discuss leisure time - especially music, film, television and sport. Find out about festivals, particularly in German-speaking countries. Recap simple language about family members and build on this to describe what makes a good friend.	
Spring 1			Vocabulary: Freetime activities including opinions and time phrases; Where you live - compass points, countries Grammar: Present tense of spielen / machen in the present tense and Time Manner Place;	Extend knowledge of family, relationships and marriage. Recall rooms in the house and use prepositions to describe houses and homes. Develop knowledge of	

			<p>comparatives using gern, lieber, am liebsten, perfect tense Phonics: ie- sounds</p>	<p>present tense with irregular, separable and reflexive verbs. Combine knowledge of time phrases and verbs to describe daily routines.</p>	
Spring 2			<p>Vocabulary: Where you live - areas, types of houses, bedrooms, weather, descriptions, Easter in Germany Grammar: Single paradigm of essen and the present tense with regular verbs Phonics: v- and w- sounds</p>	<p>Recall food and drink then add the past tense with opinions. Extend the food theme discussing healthy lifestyles. Discuss use of social media and technology including advantages and disadvantages of these new technologies. Extend word order adding wenn and dass to sentences.</p>	
Summer 1			<p>Vocabulary: Description of family and friends, activities in the perfect tense, TV programmes, media, music, freetime activities in the future tense Grammar: Recognise and use the perfect tense; recognise and use the future tense Phonics: a- sound</p>	<p>Develop knowledge of transactional language on themes of holidays and shopping. Develop extended answers when talking about accommodation problems. Use nominative and accusative cases.</p>	
Summer 2			<p>Vocabulary: Favourite hobbies, body parts, illnesses, food, the environment, part-time jobs and future careers Grammar: Plurals, seit, present tense including irregular verbs, three tenses. Phonics: u- sounds</p>	<p>Consolidate grammar and tenses covered this year. Revise content covered in spring term and practise listening, reading and writing skills in exam conditions. Focus on speaking tasks and develop exam technique.</p>	

CURRICULUM PROGRESSION PATHWAY FOR SPANISH 2023-2024

	Year 7	Year 8	Year 9	Year 10: <i>Not currently taught</i>	Year 11: <i>Legacy: year 3 of 3 year Key Stage 4 ab initio course</i>
Autumn 1					Learn new vocabulary to discuss job preferences and how to earn money. Develop reading skills by reading job advertisements and combine the topics of jobs with personal descriptions to complete a summer job application. Recall a variety of future tenses to talk about plans for the future and finally extend sentences by using if clauses.
-Autumn 2					Practise all four skills in exam conditions by completing the full suite of exam papers including speaking. DIRT lessons allow students to complete foundation / higher papers to ensure that the correct tier of entry is selected. Introduce the topics of environment and healthy eating.
Spring 1					Further develop knowledge of global issues. This topic links to the P&E curriculum by exploring social problems. Revise for a full speaking examination and complete more practice examinations for final GCSEs.
Spring 2					Practise exam technique for all four skill areas with particular emphasis on the speaking exam before taking Year 11 GCSEs.
Summer 1					Practise exam technique for all four skill areas before taking Year 11 GCSEs.