

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 celebrate 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 how 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 or music 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)

CURRICULUM PROGRESSION PATHWAY FOR FRENCH 2024-2025

	Year 7	Year 8	Year 9	Year 10	Year 11 (2025/26)
Autumn 1	Vocabulary: Classroom language, greetings, how you are feeling, alphabet, numbers, birthdays, colours and pets. Grammar: Masculine & feminine nouns, adjective agreement. Phonics: SFC, a, oi, qu, ai, ou, eu	Vocabulary: Places in town and things you can do there, making weekend plans, describing and comparing where we live. Grammar: <i>il y a/il n'y a pas de</i> , prepositions, the verb <i>aller</i> , à + articles, verb clusters (<i>je vais / on peut</i>), adjective agreement and the comparative.	Vocabulary: Describing family members and family relationships, physical appearances. Grammar: <i>Avoir</i> and <i>être</i> in the first and third person, reflexive verbs. Phonics: SFC, SFE, en, eu, ai, e, t-liason	Vocabulary: Describing yourself, friends and family, their appearances and preferences, activities you do with others and activities online. AQA NEW GCSE Theme 1	Vocabulary: Local area and environment, ways to protect the environment, new technology. AQA NEW GCSE Theme 3 Grammar: modal verbs, comparative forms, adjective agreement, <i>si</i> clauses

	Culture: <i>Halloween vocabulary</i>	Phonics: SFC, s, a, au, eu, i, er, h, an, je, qu, SFE Culture: <i>Maison Hantée</i>		Grammar: verbs in the first and third person singular and plural in the present and past tense, conditional tense	
Autumn 2	Vocabulary: School bag items, likes and dislikes, hobbies. Grammar: Negative structures, singular and plural nouns. Phonics: un, SFE, s, j, u, tio, ç Culture: <i>Le Loup qui n'aimait pas Noël.</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: i, en, au, ç, é, ai, liason Culture: <i>The City of Paris / Qui a volé la Joconde?</i>	Vocabulary: TV and film genres and vocabulary to give opinions. Grammar: using three tenses with key verbs. Phonics: on, é, a, s-liason, s, the	Vocabulary: Describing celebrities, reality TV stars, influencers and actors. Making plans to go out with friends and discussing celebrations. AQA NEW GCSE Theme 2 Grammar: third person verbs, modal verbs, key verbs in three tenses.	Vocabulary: School subjects, school rules and opinions, plans for post-16. AQA NEW GCSE Theme 1 Grammar: adjective agreement, comparative and superlative, future and conditional tense, si clauses
Spring 1	Vocabulary: Family and describing people's personality and appearance. Grammar: Avoir and être first and third person singular. Adjective agreement. Phonics: è, ille, an, o,	Vocabulary: Describing famous people and giving opinions. Recounting events and daily routine. Grammar: using the third person in the present and past tenses, reflexive verbs, adjective agreement	Vocabulary: technology and activities online and with technology, advantages and disadvantages. Grammar: modal verbs, past tense Phonics: n-liason, ou, ch, eu, x-liason	Vocabulary: Clothes vocabulary, sports and freetime activities, describing where I live. AQA NEW GCSE Theme 2	Vocabulary: School in the past, jobs and careers, work experience activities. AQA NEW GCSE Theme 1 Grammar: imperfect tense, future tense, comparative and superlative, perfect tense

	en, ail, liason Culture: <i>Francophone people</i>	Phonics: e, liaison, qu, the, ou, ille Culture: <i>Les stars de la Francophonie</i>		Grammar: present, past, future and conditional tense, adjectives and adjective agreement, comparative and superlative forms	
Spring 2	Vocabulary: Time, school subjects and opinions, activities at school. Grammar: Adjective agreement, first person singular form of aller to form near future tense. Phonics: eu, i, e, é, è, er Culture: <i>Easter in France</i>	Vocabulary: Daily routine, sports and things you can do to stay fit, food preferences, health myths Grammar: reflexive verbs, il faut+infinitive, si clauses, future tense Phonics: gn, ch, im, ien, oi, i, au, u, n-liason Culture: <i>Les cloches de Pâques</i>	Vocabulary: Jobs and activities you do at work, advantages and disadvantages of jobs and jobs around the house. Grammar: present and conditional tenses, si clauses, modal verbs Phonics: ail, j, au, oi, in	Vocabulary: traditional foods of the worlds and eating habits, eating healthily and giving health advice. AQA NEW GCSE Theme 1 Grammar: modal verbs, future tense	Revision and PPEs. <u>GCSE speaking examination</u>
Summer 1	Vocabulary: Technology, sports, 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: oi, gn, h, om, au, ien Culture: <i>L'histoire de la Pétanque</i>	Vocabulary: Festivals and celebrations across the year, opinions and favourite festival, birthday activities. Grammar: Present and past tense review, verb clusters (opinion + infinitive). Phonics: xx Culture: <i>Le mardi gras</i>	Vocabulary: Vocabulary to describe people and what they do including famous people. Grammar: third person verbs in the first and third person Phonics: u, ien, im, tion, r	Vocabulary: Holiday locations and accommodation types, gap year activities AQA NEW GCSE Theme 3 Grammar: Present and past (including imperfect) tense, conditional tense	Revision and work on all four skills. <u>Remaining GCSE examinations</u>

Summer 2	Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Present and near future tense. Phonics: SFC, e, é, è Culture: <i>Petit Nicolas</i> Film Study	Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Phonics: in, o, ail, é Culture: <i>Le Petit Prince</i> Film Study	Vocabulary: Revision of all topics. Grammar: Revision of all grammar. Phonics: O-Ô-AU-EAU Culture: <i>Les Choristes</i> Film Study	Revision and PPEs	
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CURRICULUM PROGRESSION PATHWAY FOR GERMAN 2024-2025

	Year 7	Year 8	Year 9: One lesson per week <i>ab initio</i>	Year 10	Year 11
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	Vocabulary: Use a variety of adjectives to describe myself and my family. Describe things that I do as hobbies and things I do with my friends and family. Talk about activities you do online and the dangers of life online. Grammar: Use the verb <i>sein</i> in the first and third person. Use the present, past and future tense with key verbs.	Vocabulary: Jobs and activities at work. Personal profiles and job applications. Work experience. Grammar: Using a range of verbs in three tenses.
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	Vocabulary: Describing celebrities, influencers and film and TV stars. Talk about celebrations and making plans to go out. Grammar: Use a range of third person verbs to describe other	Revision and PPEs

			of sein, spielen, machen in the present tense, Time Manner Place Phonics: eu- sounds	people. Use the past, present and future tense with a wider range of verbs.	
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; comparatives using gern, lieber, am liebsten, perfect tense Phonics: ie- sounds	Vocabulary: Clothes, sports and freetime activities. Describing house and town. Grammar: Present tense verbs with opinion adverbs. Describing. Past and conditional tense.	Vocabulary: Social and global problems such as homelessness and poverty and environmental issues. Grammar: Use of modal verbs and future and conditional tense.
Spring 2			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	Vocabulary: Places to visit in a city. Foods and healthy living. Grammar: Modal verbs to give advice. Future and conditional tense.	Revision and PPEs
Summer 1			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	Vocabulary: Talking about holidays and holiday accommodation. Grammar: Using all tenses.	Revision of all topics and speaking exams
Summer 2			Vocabulary: Favourite hobbies, body parts, illnesses, food, the environment, part-time jobs and future careers Grammar: Plurals, seit, present tense	Revision for PPEs.	

			including irregular verbs, three tenses. Phonics: u- sounds		
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