

CURRICULUM SUBJECT: MFL

SUBJECT CONTACT: T MULHEARN

“To create confident, continuous language learners, who understand the linguistic, cultural and functional benefits of language learning.”

CURRICULUM INTENT

Why is it important that pupils at Vale of York study *Modern Foreign Languages*?

Studying a foreign language is a brilliant way to expand and explore interests you already have from a new and exciting perspective. This can be as focussed as how language is constructed to give meaning or as broad as how historical and geographical factors have influenced the culture of a huge range of countries. Learning a new language will reinforce your abilities in your native language, allow you to problem solve, think on your feet, listen attentively and build confidence in speaking in new situations. Our school and local area are full of new languages for us and trying to learn any new language makes us aware of those languages around us and builds understanding and empathy with people.

CURRICULUM STATEMENT

At KS3: Our intent is to create confident and curious language learners. The curriculum is adapted from AQA’s 3 year SOW, which builds linguistic competence and explores a wide range of topics and cultural aspects of the target language.

At KS4: Our intent is to securing the foundations of pupils learning, widen pupils’ linguistic knowledge & encourage learners to continue to study languages

The curriculum is adapted from AQA’s 2 year SOW, which develops on the foundations of KS3 and widens the range of topic areas discussed and the variety of linguistic knowledge.

Theme 1: People & Lifestyle

Theme 2: Popular Culture

Theme 3: Communication & the world around us

CURRICULUM SEQUENCE

Key Stage 3:

	Year 7	Year 8	Year 9
Curriculum Time	4 hours a fortnight	3 hours a fortnight	3 hours a fortnight
Curriculum Framework	<u>National Curriculum</u>	<u>National Curriculum</u>	<u>National Curriculum</u>
Knowledge & Understanding	<ul style="list-style-type: none"> • Introducing yourself • Identifying objects • Giving your opinions • Describing yourself & others • Understanding French traditions • Describing your local area • Describing your school 	<ul style="list-style-type: none"> • Describing our hobbies • Describing our home life • Describing our holidays 	<ul style="list-style-type: none"> • Describing our lifestyles • Describing yourself & others • Speaking in real life contexts
Subject Skills	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied • Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues • Use accurate grammar, spelling and punctuation. • Listen to a variety of forms of spoken language to obtain information and respond appropriately • Transcribe words and short sentences that they hear with increasing accuracy • Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address 		

	<ul style="list-style-type: none"> • Express and develop ideas clearly and with increasing accuracy, both orally and in writing • Speak coherently and confidently, with increasingly accurate pronunciation and intonation • Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • Read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Curiosity; an interest in the wider world and the opportunities beyond the classroom • Communication; understanding how to communicate with limited range of language • Confidence; speaking in front of others and attempting to communicate in a second language • Problem solving; understanding how mistakes have been made and how to learn from them • Self awareness; recognising the links between languages and how to make use of them • Resilience; understanding that mistakes are inevitable and we learn from them
<p>Disciplinary Literacy</p>	<p>Linguistic Knowledge:</p> <ul style="list-style-type: none"> • Noun • Adjective • Verb • Adverb • Pronouns • Present Tense • Perfect Tense • Future Tense <p>Departmental Terminology:</p>

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| | <ul style="list-style-type: none">• Infinitive; verbs with no subject or time change• Sequencer; ideas that order ideas sequentially• Frequency; ideas that describing how often something happens• Time Phrase; ideas that denote when an event happens• Opinion; Ideas that say how the person feels about something• Connectives; linking words between clauses |
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Key Stage 4:

	Year 10	Year 11
Curriculum Time	5 hours a fortnight	5 hours a fortnight
Curriculum Framework	AQA: Foundation & Higher Tier	
	Each exam = 25% of GCSE <ul style="list-style-type: none"> ● Writing ● Speaking ● Listening ● Reading 	
Knowledge & Understanding	<ul style="list-style-type: none"> ● Identity and relationships with others ● Free-time activities ● Media and technology ● Customs, festivals and celebrations ● Celebrity culture ● Travel and tourism, including places of interest ● Healthy living and lifestyle 	<ul style="list-style-type: none"> ● Education and work ● The environment and where people live
	AQA GCSE French Specification	
Subject Skills	<ul style="list-style-type: none"> ● 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 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 	

	<ul style="list-style-type: none"> • 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.
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Curiosity; an interest in the wider world and the opportunities beyond the classroom • Communication; understanding how to communicate with limited range of language • Confidence; speaking in front of others and attempting to communicate in a second language • Problem solving; understanding how mistakes have been made and how to learn from them • Self awareness; recognising the links between languages and how to make use of them • Resilience; understanding that mistakes are inevitable and we learn from them

CURRICULUM OPPORTUNITIES

	Year 7	Year 8	Year 9	KS4
Within the formal curriculum	<ul style="list-style-type: none"> Your child will be taught about the French speaking world across KS3 Your child will make comparisons between life in the UK and the French speaking world Your child will access French speaking culture such as music, films & literature Your child will have increased awareness of global issues through a French speaking context Your child will discover different celebrations and festivals across the world Your child will communicate directly with a penpal in a French school 			
Beyond the formal curriculum	<ul style="list-style-type: none"> Your child will be able to participate in the French Trip to Amiens in Year 8 Your child will be able to participate in Languages Week in school with a variety of activities in form, around school, in assemblies and in the canteen. You will be able to attend with your child evening events to encourage the whole family to learn languages together 			
Links to other curriculum areas	<ul style="list-style-type: none"> Languages are linked to learning about communication & linguistics (English); the wider world (Geography); culture & cuisine (Food & Nutrition); cultural development over time (History); how to perform in front of an audience (Music & Drama); numbers & time (Maths); healthy lifestyles (PE) & creative and self expression (Art) 			
Preparation for adult life	<ul style="list-style-type: none"> Your child will be made aware of a variety of future language based careers in lesson Your child will discuss the relevance of learning languages for future life 			

CURRICULUM IMPLEMENTATION

Curriculum delivery:

Your child will practise listening, speaking, reading and writing skills in every lesson. They will have a sentence builder writing frame, which contains the appropriate French and English phrases, as support throughout the lesson. They will listen to and read a variety of source materials both authentic and designed specifically for the lesson to widen their linguistic knowledge. They will be encouraged to work independently, in pairs and as a whole class to practise and develop their skills.

Homework:

	Frequency	Time	Completion notes and handing in	What to do if stuck
7	1 task /week	<30 minutes	<ul style="list-style-type: none"> • Vocabulary booklet • Seneca revision tasks • Designing display work to recap learning 	See Google Classroom See your teacher Attend homework club
8				
9				
10	2 tasks /week	<60 minutes	<ul style="list-style-type: none"> • Seneca website tasks • Grammar & Translation workbook tasks • Vocabulary revision 	See Google Classroom See your teacher Attend homework club
11				

SUPPORTING YOUR CHILD

	Resources	How it helps
Key Stage 3	KS3 Sentence Builder Booklet Seneca BBC Bitesize Quizlet	Revise key vocabulary from lessons Free online revision tool Free online revision tool Create flashcards to organise vocabulary
Exam courses	KS4 Sentence Builder Booklet Quizlet AQA Studio Grammar & Translation Workbook (ParentPay) AQA Revision Workbook AQA Revision Guide	Revise key vocabulary from lessons Online resource with log-in provided Create flashcards to organise vocabulary Exercises to practise grammar Exercises to practise all skills Revision guide for GCSE

WIDER INTEREST

[Alliance Française](#); organisation that promotes French learning across the world

[1jour1actu](#); simplified news and current affairs

[France Culture](#); Instagram account for news in France

[Slow News Podcast](#); Podcast with simplified news in France