

**GRANVILLE ACADEMY**



## Curriculum Guide for MFL

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**The de Ferrers Trust**



# 1. Curriculum Rationale

## For MFL



The de Ferrers Trust

- To create confident language learners who can confidently speak, understand text and speech and write about a range of topics (see curriculum map) in L2 (Language 2 i.e. French / Spanish depending on the cohort).
- To have an understanding of how language works and an appreciation of the similarities and differences between English and L2
- To promote Languages for all and Languages for life – dispel the myth that MFL is an elitist subject and not for everyone
- To actively and explicitly support and promote Literacy in English

***He who knows no foreign languages knows nothing of his own.***

*-Goethe*

- To open students' minds to the lives and culture of the people who speak L2 not only in France and Spain, but also in the countries that speak these languages around the world. To promote understanding and tolerance of the lives of others and their place in the world as global citizens.

***To learn a language is to have one more window from which to look at the world.***

*-Chinese Proverb*

## Sequencing of topics, grammar and vocabulary

The topics have been selected taking into account the interests and experiences of students and to include the language that students will find useful to communicate in formal situations and with the students that they meet of their own age. Throughout these topics students will learn about people and cultures from outside of their everyday lives and they will have opportunities to understand more about other parts of the world. The sequencing introduces vocabulary and structures that will be revisited and interleaved throughout the key stage with the aim of embedding these in the long-term memory.

Grammar and vocabulary will be learnt through the content (topics). The aim is that grammar and vocabulary will be interleaved throughout topics. It will be systematically revisited in order to enable transferral from working memory to long-term memory.

A good example of this is the introduction of the past tense. In the first term of Year 7, students learn to use the verb “avoir” to say what sort of hair and eyes they have. During the Year they will use avoir several more times: to talk about pets, houses and bedrooms. They will learn to use the 3rd person and then all parts of the verb in the present tense. At the end of the Year they will have their first introductions of the perfect tense with “avoir” when they learn to say what they saw and what they visited in town. In Year 8, they will revisit “avoir” to say what hurts and again will have some occasions where they see forms of the past tense “j’ai joué au foot et maintenant j’ai mal au pied”. In Year 9 they will be more explicitly taught how to form the past tense with “avoir” and “être”.

Grammar will be taught with Gianfranco Conti’s idea of *pop-up* grammar in mind. Grammar will be taught explicitly when appropriate as and when it comes up within the teaching of a topic but at other times this may be as lexical items with less of a focus on how the language works. Students across the ability range will be able to say, understand and write in L2. In Year 7 there will be less of a focus on producing written language. However, it must be kept in mind that one of the most useful aspects of language learning for these students is looking at the similarities and differences between English and L2 highlighting, supporting and promoting Literacy in English.

#### In French:

- By the end of Year 7, students will be able to talk, understand speech and text and write about themselves, their life at school and home and where they live.
- By the end of Year 8, students will be able to talk, understand speech and text and write about a range of topics including food and drinks, parts of the body and healthy lifestyles and sport, clothes, school uniform and holidays (including the near future tense)
- By the end of Year 9, students will be able to talk, understand speech and text and write about their opinions of the media, jobs and holidays and should be able to recognise and produce three tenses.

#### In Spanish:

- By the end of Year 7, students will be able to talk, understand speech and text and write about themselves, where they are from, opinions, pets, family, sports, music and social media profiles.
- By the end of Year 8, students will be able to talk about where they live, their house and town and their school. They will be able to use the future tense to talk about their future plans.
- By the end of Year 9, students will be able to talk, understand speech and text and write about food, drink and a healthy lifestyle, holidays in the past and future tense, technology, media and jobs.

The KS3 curriculum is designed to give students a solid foundation of the knowledge, understanding and skills to build in order to be successful at GCSE.



## 2. What students will learn in MFL



	By the end of Year 9	By the end of Year 11
Knowledge	Students will have some vocabulary to enable them to talk and write about a range of topics as outlined in the curriculum map. Students will know some have begun to understand the importance of using a range of vocabulary and a variety of structures.	Students will have the vocabulary to be able to talk and write about a range of topics. Students will know a variety of linguistic and grammatical structures including more complex grammatical structures.
Skills	Students will have developed the skills necessary to be <i>language detectives</i> . They will understand that they do not need to know everything in L2 as they will be equipped with a range of strategies to enable to work out meaning of language.	Students will have further developed and honed their skills as <i>language detectives</i> . They will understand that they do not need to know everything in L2 as they will be equipped with a range of strategies to enable to work out meaning of language.
Understanding	Students will understand text and speech about a range of topics as outlined in the curriculum map. Students will have begun to understand the importance of using a range and variety of structures.	Students will understand text and speech about a range of topics. Students will understand a variety of linguistic and grammatical structures including more complex grammatical structures along with how and why these make their speaking and writing more sophisticated. They will understand what makes a good

		piece of writing and how to articulate concepts and ideas through spoken language.
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### 3. Curriculum Map



See MFL KS3

Curriculum Map below:-

Term	Year 7 French	Year 8 Spanish	Year 9 French
1	Name and greetings Numbers and age Dates and birthdays Descriptions of hair and eyes (avoir) Descriptions of height (être) Personality Writing task Likes and dislikes Pets Where I'm from Nationalities Families Speaking tasks Longer writing task Cultural awareness	Where you live Describing your house Describing your room Household chores Describing an ideal house	Television programmes Opinions of tv Frequency phrases Asking questions Favourite TV shows Last night's TV (past tense) Perfect tense with avoir and être Types of films Opinion of the cinema Cinema and past tense Negatives Les Choristes (film)
2	Where you live Types of houses Descriptions of houses Bedrooms Prepositions Furniture Activities around the home Present tense verbs Sports Opinions Activities	Describing your town Saying what you can do in town Giving and receiving directions Comparing places Describing how places change over time	Music Opinions Ways to listen to music Musical instruments Writing skills Cinema and past tense recap Favourite songs Talent shows Superlatives 3 tenses together Music festivals Concerts
3	School subjects Opinions of school subjects School routine Time School building Places in town Directions Activities in town	School subjects Expressing preferences about subjects Describing your school Future plans at school Ideal schools	Music and technology Using the internet Opinions of technology History of France

Term	Year 10	Year 11
1	Friends and descriptions, using adjectives and reflexive verbs. Families and using ser/estar. Using "que" to extend sentences. Relationships, marriage and future plans. Nationalities. Direct and indirect object pronouns. Technology types Positive and negative aspects of social media Perfect tense Living without a phone Por/para Asking questions	Holidays Environment Poverty and homelessness Careers Future plans Jobs Exam skills and mock exams
2	Customs and traditions of Spain Preterite tense Latin American culture Imperfect tense Using the preterite and imperfect tenses together Festivals Describing houses Prepositions Talking about the area you live in Descriptions of towns Comparisons between living in the town/countryside	Technology, social media and mobile phones Exam skills Mock exams Speaking preparation Writing preparation Topic revision Listening and reading skills
3	Charities and voluntary work Conditional tense Healthy and unhealthy lifestyles Negatives Using deber, tener que and hay que Revision of imperfect tense How to protect the environment "Si" clauses Pluperfect tense Environmental problems (locally and globally) Homelessness Reflexive constructions such as se debe, se puede Talking about which social issues worry you	



## 4. Assessment Plan



Cross Trust assessments to be completed before the 3 data entry points. These will be vocab tests, reading, listening, speaking and writing tests.

In between each cross trust assessment, there will be an internal assessment following a similar style. Results of internal assessments will be entered onto the MFL progress tracker.



## 5. Specialist Vocabulary

### **KS3 vocabulary**

Key vocabulary available on Cross Trust Knowledge Organisers.

### **AQA GCSE French**

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/vocabulary>

### **AQA GCSE Spanish**

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary>

# 6. Cultural Capital

	Experiences that students experience in MFL that enrich their learning
Year 7	An introduction to France and the reasons for learning to communicate in another language.
Year 8	Learning about places people live in and comparing their home with places in Spain and Latin America.
Year 9	Talking about the media in L2.
Year 10	Social issues, literary texts, environmental problems.
Year 11	Foreign travel, social issues, environmental issues, jobs and aspirations.

## Cultural Capital

**The skills, knowledge and attitudes associated with the dominant culture, e.g. the established middle class**

Cultural Capital is passed down to middle class children through:

- Reading non-fiction and classical literature rather than pop lit
- Watching documentaries rather than soap operas
- Learning to play classical instruments (e.g. the violin)
- Going on educational visits – to museums and art galleries
- Going on holidays abroad (to ‘broaden horizons’).

This gives them a ‘head start’ and more confidence in school



**Applications**

- Cultural capital helps explain why MC children do better in education
- MC parents are skilled choosers, so got more choice following marketisation
- It’s a Marxist concept: it explains inequality by looking at MC advantage.

**Criticisms**

- Criticised by cultural deprivation theory’ and for being difficult to measure



## 7. Homework and independent learning

Homework will alternate between Knowledge Organiser self quizzes and written homework. Students will be given a week to complete homework and must upload it to Showbie. Activities will include:

- Vocabulary learning
- Linguascope for engagement and consolidation  
[www.linguascope.com](http://www.linguascope.com)
- Interactive grammar practice  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Research tasks on cultural aspects related to learning a language
- Flipped learning – particularly in preparation of writing tasks.