

**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. They also have in mind the trips that take place in the summer term of year 8 – the language that students will find useful to communicate in formal situations and with the students that they meet of their own age. 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 (LTM).

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 *j'ai vu (I saw)* and *j'ai visité (I visited)* at the end of the third unit of work in French (Y7). It is introduced as a lexical item rather than a grammatical explanation of the perfect (past) tense. The perfect tense with *avoir* and the perfect tense of *aller* are introduced as more formal grammatical items in unit 7 and are revisited in unit 8 (Y8).

Grammar will be taught with Gianfranco Conti's idea of *pop-up* grammar in mind. Grammar will be taught explicitly to higher ability students as and when it comes up within the teaching of a topic. For lower ability students the same language is taught, however, this may be as lexical items with less of a focus on how the language works. With this in mind, theoretically, students across the ability range will be able to say, understand and write the same things in L2, but a HA or MA student will be more able to manipulate L2. For LA students 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.

- 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, where they live and food.
- By the end of year 8, students will be able to talk, understand speech and text and write about a range of topics including holidays, technology, countries and staying in countries where L2 is spoken, leisure, fashion, entertainment, advertising and the media.
- By the end of year 9, students will be able to talk, understand speech and text and write about a range of topics including problems faced by teenagers, leisure activities, healthy living, parties, jobs and ambitions customs and festivals.

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



The de Ferrers Trust

	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.



### 3. Curriculum Map



See MFL KS3 Curriculum Map below:-

## MFL Key Stage 3 French Curriculum

### Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tout sur moi	Mon monde perso	Autour de moi	A table	Mon quartier	Ça, c'est mon truc
All about me	My world	School, home and animals	Food	Local area	Lifestyle
Listening & speaking assessment	MAT Assessment	Reading & writing assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment

### Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Destination vacances	Bouger, c'est important	Aux quatre coins du monde	C'est quoi, la France?	Le monde de medias	Accro à la technologie
Holidays	Sport and leisure	Life and issues in francophone countries	France & other countries	Entertainment & advertising	Technology
Listening & reading assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment	Listening & reading assessment	MAT Assessment

### Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Être ado c'est quoi?	En pleine forme!	Rendez-vous	Autour du monde	Chez moi, ça veut dire quoi?	Un métier, un rêve !
Issues for teenagers	A balanced diet	Parties and festivals	Transport and holidays	Home	Jobs and ambitions
Listening & reading assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment	Listening & reading assessment	MAT Assessment

## MFL Key Stage 3 Spanish Curriculum

### Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me presento	Me describo	El insti	Mi semana	Donde vivo yo	Me gusta comer...
Introducing myself	Describing myself	School	My week	Where I live	Food...
Listening & speaking assessment	MAT Assessment	Reading & writing assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment

### Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Las vacaciones	¿Lo pasaste bien?	La vida tecno	Conocer personas	Hospederse en España	La Moda
Holidays	Talking about the past	The media	Meeting new people	Staying in Spain	Fashion
Listening & reading assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment	Listening & reading assessment	MAT Assessment

### Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
El ocio	¡Ven a Madrid!	Bienestar	Mi futuro	Mi mundo	¡Aquí se habla español!
Leisure	Come to Madrid!	Well-being	My future	My world	Spanish spoken here!
Listening & reading assessment	MAT Assessment	Speaking & writing assessment	MAT Assessment	Listening & reading assessment	MAT Assessment

MAT assessment - listening / reading / translation L2 to English and English to L2 (TBC)



## 4. Assessment Plan



See MFL KS3 Curriculum Map



## 5. Specialist Vocabulary



### **French – Year 7**

All about me

My world

School, home and animals

Food

Local area Lifestyle

### **French – Year 8**

Holidays

Sport and leisure

Life and issues in francophone countries

France & other countries

Entertainment & advertising

Technology

### **French – Year 9**

Issues for teenagers

A balanced diet

Parties and festivals

Transport and holidays

Home

Jobs and ambitions



## **Spanish – Year 7**

Introducing myself

Describing myself

School

My week

Where I live

Food...

## **Spanish – Year 8**

Holidays

Talking about the past

The media

Meeting new people

Staying in Spain

Fashion

## **Spanish - Year 9**

Leisure

Come to Madrid!

Well-being

My future

My world

Spanish spoken here!

## **AQA GCSE French**

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

Also, see vocabulary lists on [www.vocabexpress.com](http://www.vocabexpress.com)

## **AQA GCSE Spanish**

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

Also, see vocabulary lists on [www.vocabexpress.com](http://www.vocabexpress.com)



## 6. Cultural Capital



	Experiences that students experience in MFL that enrich their learning
Year 7	European Day of Languages
Year 8	European Day of Languages Trip to France / Spain
Year 9	European Day of Languages Writing a film review Research project on a country that speaks L2
Year 10	Battlefield Trip (French / History) Reading of Literary texts in L2 Debate issues in L2
Year 11	Reading of Literary texts in L2 Debate issues in L2



## 7. Homework and independent learning



Homework and independent learning will be dependent on the topic and ability of the group. It will include: -

- Vocabulary grids and learning
- Linguascope for engagement and consolidation  
[www.linguascope.com](http://www.linguascope.com)
- Vocab express (Y9-11) for vocabulary learning  
[www.vocabexpress.com](http://www.vocabexpress.com)
- Interactive grammar practice  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Research tasks on cultural and grammatical aspects of learning a language
- Flipped learning – particularly in preparation of writing tasks