

The aims of this curriculum are;

To ensure that all pupils:

- understand and respond to spoken and written language from a variety of sources; to foster understanding and respect for diversity and culture through language learning
- become resilient and positive language learners by being able to overcome spoken language barriers with increasing confidence, fluency and spontaneity; finding ways of communicating what they want to say, including through collaborative discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- have the aspiration to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover an appreciation and the joy of language learning

The MFL curriculum is a spiral curriculum where topics, subjects and themes are revisited and deepened as the course progresses.

Below is the Intent of this curriculum.

Term	Topic	Knowledge Covered	Skills Developed	Assessment
Autumn 1	Introductions: All About Me Rationale: In year 7, we welcome students with diverse language learning backgrounds, some of who have only had limited exposure to foreign languages or may not have studied Spanish before. The first half term introduces pupils to everyday vocabulary and key Spanish concepts, such as masculine/feminine, singular/plural, and high-frequency phrases like "there is/there are, it is and I have/I don't have. By starting with topics that are personally relevant to students, we aim to build their confidence and engage them in meaningful language learning experiences.	• Name • How are you? • Numbers 1-31 • Age • Months • Days of week • Date • Birthdays • Alphabet • Classroom items • School bag items • Basic classroom instructions. • Día de los Muertos • Sound spelling/phonics links	• Grammar awareness - Gender - Definite/indefinite article - Singular/Plural - Position of adjectives - Concepts of noun/verb/adjective etc. • Listening for gist/detail • Reading for gist/detail • Writing/Saying key words and short sentences • Translating key words and short sentences • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing opportunity - Introduction - Pencil case – have/have not - Classroom – there is/there isn't • Summative assessment – Listening, reading and writing focus
Autumn 2	My Family, Pets and Friends Rationale: Building on their previous learning in Topic 1, students have already been introduced to the key verb " <i>tener</i> " (to have) and the concept of adjectival position and agreement. This topic takes their understanding to the next level by introducing the differences between the two verbs meaning "to be" (<i>ser/estar</i>) and when to use each verb. It deepens their knowledge of verb usage and expands their understanding of accurate usage of these verbs. By building on prior knowledge, students gain a solid foundation to grasp more complex linguistic concepts.	• Personal Appearance: hair, eyes, size • The appearance of another person. • Colours • Animals • Personality • Family and friends • Likes and dislikes • Sound spelling/phonics links	• Grammar awareness - Adjective agreement and position - Possessive adjectives - Third person verbs • Listening for gist/detail • Reading for gist/detail • Writing/Saying sentences with connectives and intensifiers • Translating sentences with connectives • Awareness of phonics leading to accurate pronunciation when speaking • Preparing and delivering a short presentation in accurate Spanish	• Periodic assessment – extended writing opportunity - Describe yourself - Family - Pets • Summative assessment – Speaking Focus

Spring 1	What I eat and drink Rationale: In this topic, students expand their language skills by exploring key verbs in different tenses. Building upon their previous knowledge of expressing likes and dislikes, they delve deeper into the perfect and near future tenses of verbs related to eating and drinking. Through this, students enhance their understanding of grammar concepts and develop their ability to communicate with clarity and accuracy. By engaging with a variety of tenses and verb forms, they broaden their linguistic repertoire and become more adept at expressing themselves effectively in Spanish. This topic provides a valuable opportunity for students to strengthen their language foundations and progress in their language learning journey.	- Food and drinks. - Opinions about food and drink - Adjectives to describe food and drinks - Connectives. - Mealtimes - Time phrases - Favourite restaurant is and why. Sound spelling/phonics links	- Grammar awareness - Opinion verb plus infinitive - Perfect tense (eat/drink) - Near future tense (eat/drink) - Regular and irregular verbs - Listening for gist/detail - Reading for gist/detail - Writing/Saying sentences in different tenses - Translating sentences in different tenses - Awareness of phonics leading to accurate pronunciation when speaking - Cultural knowledge is built throughout the course	- Periodic assessment – extended writing opportunity - What you like to eat and drink - What you eat and drink for different meals - What you ate and drank yesterday - What you are going to eat and drink this evening/weekend - Summative assessment – Interim assessment in line with whole school calendar (Listening, Reading, Writing)
Spring 2	What I wear Rationale: In this topic, students build upon their previous knowledge of key verb concepts and tenses, which will be further reinforced throughout the course. The focus is on consolidating their understanding of opinions and key verb phrases while introducing them to another commonly used -ar verb, "<i>llevar</i>" (to wear). Although it follows a slightly different pattern, it logically aligns with the main verbs covered in the previous unit, such as "<i>comer</i>" (to eat) and "<i>beber</i>" (to drink). Additionally, students expand their knowledge of different time phrases, enhancing their written and spoken responses. By engaging with these concepts, students deepen their language skills and develop their ability to express themselves more effectively.	- Clothes - Colours - Opinions on styles of clothes - Time phrases - Weekend activities - Weather Sound spelling/phonics links	- Grammar awareness - Opinion verb plus infinitive - Perfect tense (wear) - Near future tense (wear) - Listening for gist/detail - Reading for gist/detail - Writing/Saying sentences in different tenses with time phrases - Translating sentences in different tenses with time phrases - Awareness of phonics leading to accurate pronunciation when speaking - Cultural knowledge is built throughout the course	- Periodic assessment – extended writing opportunity - What you like to wear - What you wear in different weathers/for different activities - What you wore yesterday - What you are going to wear this evening/weekend - Summative assessment – Listening
Summer 1	My favourite films, TV, music and books Rationale: In this topic, students further develop their ability to express opinions and provide reasons, while also reinforcing their understanding of the perfect tense and near future tense. Building upon the knowledge gained in previous topics, this unit introduces students to other key verbs: "<i>ver</i>" (to watch), "<i>escuchar</i>" (to listen), and "<i>leer</i>" (to read). While "<i>escuchar</i>" follows a similar pattern as "<i>llevar</i>" from the previous topic, "<i>ver</i>" and "<i>leer</i>" are irregular verbs, much like "<i>ser</i>" and "<i>estar</i>" which were covered	- Film genres - Music genres - Literary genres - Opinion phrases - Opinion words/justifications - Time phrases Sound spelling/phonics links	- Grammar awareness - Opinion verb plus infinitive - Perfect tense (watched/listened/read) - Near future tense (watch/listen/read) - Listening for gist/detail - Reading for gist/detail - Writing short paragraphs in different tenses with time phrases - Translating sentences in different tenses with time phrases - Awareness of phonics leading to accurate pronunciation when speaking - Cultural knowledge is built throughout the course	- Periodic assessment – extended writing opportunity - What you like to watch/listen to/read - What you watched/listened and read yesterday - What you are going to watch/listen to/read in the future - Summative assessment – Writing

	earlier. By exploring these verbs, students expand their vocabulary and enhance their understanding of irregular verb forms, strengthening their overall grasp of the Spanish language.			
Summer 2	How I use technology Rationale: Building upon their ability to give opinions and reasons, pupils will now expand their language skills to construct persuasive arguments, engage in discussions about advantages and disadvantages, and make comparisons. This progression empowers students to develop their ability to express nuanced viewpoints, engage in critical thinking, and effectively communicate their ideas.	• Types of technology • Technology preferences and opinions • Comparisons • Technology for leisure • Technology dangers and risks • Sound spelling/phonics links	• Grammar awareness - Comparatives - Use of connectives • Listening for gist/detail • Reading for gist/detail • Writing short paragraphs in different tenses with time phrases • Translating sentences in different tenses with time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Summative assessment – End of year exam in line with whole school timetable (Listening, Reading and Writing)

The aims of this curriculum are;

To ensure that all pupils:

- understand and respond to spoken and written language from a variety of sources; to foster understanding and respect for diversity and culture through language learning
- become resilient and positive language learners by being able to overcome spoken language barriers with increasing confidence, fluency and spontaneity; finding ways of communicating what they want to say, including through collaborative discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- have the aspiration to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover an appreciation and the joy of language learning

The MFL curriculum is a spiral curriculum where topics, subjects and themes are revisited and deepened as the course progresses.

Below is the Intent of this curriculum.

Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	Where I Live Rationale: In year 7, pupils look at issues that are relevant to them personally. As they grow and mature, the focus of the curriculum moves outwards. However, we still take a stepped approach and start with looking at themes that are familiar to the pupils starting with their town and moving both in and out towards house/region throughout the unit.	• Where I live • What there is and isn't in my town • Positives and negatives of my town • What you can do in your town • What you have done/will do in town • Where you would like to live in the future • What there is in my town/village/region • Sound spelling links	• Grammar awareness - Introduction to conditional tense (<i>serait/aurait</i>) - Use of subordinate clauses • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses with time phrases • Translating paragraphs in different tenses with time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Extended writing in French • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing and translation opportunities throughout the unit Summative assessment – Writing focus
Autumn 2	What I do on holiday Rationale: Having focused on our immediate surroundings in the previous unit, now is a chance to focus on how we are connected to the wider world through travel and tourism. This unit builds on language covered in year 7 on weather, food, drink and free time activities and in autumn one of year 8 on countries and the conditional tense. It gives pupils the opportunity to give opinions and describe events in multiple time frames.	• Holidays • Countries • Where you normally go • How you normally travel • Where you normally stay • What you normally do • What you normally eat/drink • Weather • Where you are going this year • Past holiday • Dream holiday • Sound spelling links	• Grammar awareness - Using a variety of tenses to give accounts of holidays • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses with time phrases • Translating paragraphs in different tenses with time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing opportunity - Where you normally go on holiday - Where you went last year - Where you are going to go next year Summative assessment – Listening and Reading focus

Spring 1	Social issues in my community and what I can do to help <u>Rationale:</u> Pupils have mainly dealt with issues that are relevant to them personally and now we start introducing themes concerning their local community and the world around them as they mature. We use the film ‘Ma Vie de Courgette’ to engage pupils and to build interest by using the lives of the children in the movie to introduce some complex themes in a non-threatening way.	• Ma Vie de Courgette film study • Social problems • Charities and volunteering • What we can do to help • Film study – <i>Ma Vie de Courgette</i> • Sound spelling links	• Grammar awareness - Using the comparative form - Using the superlative form - Using <i>on peut</i> plus infinitive • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses/using modal verbs • Translating paragraphs in different tenses/including modal verbs • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course – this unit gives pupils the chance to watch and analyse a critically-acclaimed contemporary French-language film	• Periodic assessment – extended writing opportunity - What is the biggest problem in your community - What people can do to help - What you have done to help recently - What you are going to do to help in the future Summative assessment – Interim assessment in line with whole school calendar (Listening, Reading, Writing)
Spring 2	Environmental issues that concern me <u>Rationale:</u> This unit builds on from the previous one in that many of the key structures are easily transferable (superlatives, comparatives, modal verb phrases). We use endangered animals (which appeal to pupils) in order to discuss environmental problems which lead to species becoming vulnerable. Pupils move from thinking about social issues in their local community (previous unit) to thinking about environmental issues on an international scale in this unit.	• Henri Rousseau paintings • Different environments • Wild animals and their habitats • Problems facing animals • Environmental problems and disasters • What we can do to help • Sound spelling links	• Grammar awareness - Using the comparative form - Using the superlative form - Using <i>on peut</i> plus infinitive • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses/using modal verbs • Translating paragraphs in different tenses/including modal verbs • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course – this unit gives pupils the chance to look at a number of paintings by Henri Rousseau	• Periodic assessment – extended writing opportunity - What is the biggest problem facing the environment - What people can do to help - What you have done to help recently - What you are going to do to help in the future Summative assessment – Speaking focus
Summer 1	My life at school <u>Rationale:</u> Pupils now come back to what centres them personally in the wider world at this time – their life at school and their relationship to the rest of the school community. Pupils have already seen <i>on peut</i> and this topic introduces them to a wider variety of modal verbs in order to talk about school rules.	• School • Subjects • Opinions • Uniform • Rules • School facilities • Teachers • School day • Daily routine • Sound spelling links	• Grammar awareness - Revision of common verbs in multiple tenses - Modal verbs • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses with connectives, intensifiers and time phrases • Translating paragraphs in different tenses with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course – in this	• Periodic assessment – extended writing opportunity - Describe your school - Favourite subject/teachers and why - Activities at school in different tenses Summative assessment – Reading and Listening assessment

			unit, there are opportunities to compare and contrast UK school life with school life in Francophone countries	
Summer 2	My future plans <u>Rationale:</u> As with the school topic before it, this topic comes at a time in their development where students are starting to think about their future career possibilities. This topic therefore maintains relevance to their daily lives as it gives students freedom to express their opinions on something important to them as well as consolidating their language skills.	• Future study and career options • Jobs • Workplaces • Positives and negatives of different jobs • Part time jobs • Advantages of learning languages in terms of careers • Sound spelling links	• Grammar awareness - Revision of common verbs in multiple tenses • Listening for gist/detail • Reading for gist/detail • Writing paragraphs in different tenses with connectives, intensifiers and time phrases • Translating paragraphs in different tenses with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing opportunity - Describe your ideal job - What you would do if you were rich Summative assessment – Writing assessment

The aims of this curriculum are;

To ensure that all pupils:

- understand and respond to spoken and written language from a variety of sources; to foster understanding and respect for diversity and culture through language learning
- become resilient and positive language learners by being able to overcome spoken language barriers with increasing confidence, fluency and spontaneity; finding ways of communicating what they want to say, including through collaborative discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- have the aspiration to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover an appreciation and the joy of language learning

The MFL curriculum is a spiral curriculum where topics, subjects and themes are revisited and deepened as the course progresses.

Below is the Intent of this curriculum.

Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	Relationships with Family and Friends <u>Rationale:</u> This is an opportunity for pupils to revisit themes from year 7 and to build on prior knowledge by going into more detail about personal relationships now that the pupils are have matured and are better able to deal with more complex concepts and language.	• Myself and my family • Personal relationships • Activities as a family • My best friend • Activities with friends • Sound spelling links	• Grammar awareness - Revision of common verbs in multiple tenses – in the first and third person singular - Possessive adjectives - Reflexive verbs to describe personal relationships • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses with connectives, intensifiers, time phrases and using reflexive verbs • Translating several paragraphs in different tenses with connectives, intensifiers, time phrases and using reflexive verbs • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing and translation opportunities covering the following: - Who is in my family - How I get on with my family - Description of usual activities - Description of a past activity - Future plans Summative assessment – Listening, reading and writing focus
Autumn 2	Festivals and traditions at home and abroad <u>Rationale:</u> This topic is placed here, in the run up to Christmas, so students have it fresh in their minds about how they are going to	• Francophonie • Celebrations/Festivals in the French-speaking world • Music festivals • What you normally do for your birthday	• Grammar awareness - Third person verbs - <i>on</i> • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses with connectives, intensifiers and	Summative assessment – Speaking focus

	celebrate Christmas. This will allow them to more easily express their preferences about Christmas and other celebrations in different tenses, embedding grammar that they have learned during previous topics.	• What you did last time • Sound spelling links	time phrases • Translating several paragraphs in different tenses with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course – this unit gives opportunities to learn about celebrations in Francophone countries	
Spring 1	Advantages and disadvantages of new technology <u>Rationale:</u> Having talked about what makes a good friend in the previous unit, pupils move on to discussing pros and cons, advantages and disadvantages, opportunities and dangers in the context of new technology.	• Technology • Opinion phrases • Online activities • Technological gadgets • Time phrases • Technology advantages and disadvantages • Sound spelling links	• Grammar awareness - Comparative/superlative - Modal verbs • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses with connectives, intensifiers, time phrases and using modal verbs • Translating several paragraphs in different tenses with connectives, intensifiers, time phrases and using modal verbs • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing opportunity - How I use technology - How I have used technology recently - How I am going to use technology - The advantages and disadvantages of new technology Summative assessment – Interim assessment in line with whole school calendar (Listening, Reading, Writing)
Spring 2	Free time activities <u>Rationale:</u> Having talked about friends and new technology, which are a big part of life for young people, we move onto other free time activities – revisiting topics covered in year 7 and going into more depth by covering multiple activities at once.	• Free-time activities: Media • Types of television programmes • Type of music • Types of films • Types of books • Sports and fitness • Opinions on free-time activities • Sound spelling links	• Grammar awareness - Opinion verb + infinitive - Perfect/imperfect tense - Near future tense • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses with connectives, intensifiers and time phrases • Translating several paragraphs in different tenses with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	• Periodic assessment – extended writing opportunity - My free time - Recent free time activities - Future free time activities Summative assessment – Listening and writing focus

Summer 1	Meals and eating out <u>Rationale:</u> Closely linked to the previous topic on free time, we move onto the topic of meals and eating out. While in year 7 we looked at what pupils like to eat/drink in the home, in this unit we focus more on eating in restaurants and cafés. Additionally, there will be opportunities for pupils to talk about how their diet has changed over the course of their life (by using the imperfect tense) and to say how they plan to change it in the future.	• Food • Mealtimes • Courses • Regional food specialities • International food • Food and eating out • Opinions on food /drinks and eating out • Ordering food and drinks • Sound spelling links	• Grammar awareness - Je voudrais + noun - Imperfect tense - Future tense – I plan to/I intend to • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses (including the imperfect) with connectives, intensifiers and time phrases • Translating several paragraphs in different tenses (including the imperfect) with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course – this unit affords many opportunities for comparisons on traditional food/café culture, for example	• Periodic assessment – extended writing opportunity - My food preferences - Recent meals - Future meals - What my diet used to be like - How I plan to change my diet in the future Summative assessment – Listening and reading focus
Summer 2	Healthy lifestyles <u>Rationale:</u> The previous topic of Food and this topic connect seamlessly as it is all about healthy and unhealthy lifestyles. This topic comes at a time in students' development where they are starting to take more responsibility for their lifestyle choices and have to have greater self-awareness as to the implications of those choices on their health. This topic is more sophisticated in nature, which is why it is the last topic students study before starting the GCSE course in Year 10.	• Understanding what is healthy and what is unhealthy • Habits • Changing lifestyles • Comparing times in our lives • Sound spelling links	• Grammar awareness - Imperfect tense focus • Listening for gist/detail • Reading for gist/detail • Writing several paragraphs in different tenses with connectives, intensifiers and time phrases • Translating several paragraphs in different tenses with connectives, intensifiers and time phrases • Awareness of phonics leading to accurate pronunciation when speaking • Cultural knowledge is built throughout the course	Summative assessment – Listening and reading focus

The aims of this curriculum are;

To enable pupils to

- 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 in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of 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 the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

The MFL curriculum is a spiral curriculum where topics, subjects and themes are revisited and deepened as the course progresses.

Below is the Intent of this curriculum.

Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	House, Home and Local Area <u>Rationale:</u> We spend year 10 focusing on GCSE theme 2 while constantly revisiting theme 1 by interweaving it through the course. For example, the topics of family, activities at home and food/drink are revisited through this unit on house, home and local area.	• Who you live with – refer back to theme one • Types of home • Rooms in the house • Furniture • Opinions on where you live • Advantages/disadvantages of where you live • Jobs in the home • Free time activities in the home – refer back to theme one • Your ideal home • Your town/village • Places in town • Free time activities in town – refer back to theme one • Opinions on your town/village • Advantages/disadvantages of your town/village • Your ideal town/village	• Grammar awareness: - Perfect tense for past activities - Near future for future activities - Conditional tense for ideal house/town - Opinion verb + infinitive - Opinion verb + noun • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to	Formative assessment: GCSE-style listening, reading and writing tasks within lessons Summative assessment: Writing (foundation tier)

			different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames	
Autumn 2	Social Issues <u>Rationale:</u> After the unit on house, home and local area, we move onto thinking about social issues starting with those close to home and moving out to social issues in general. We re-visit modal verbs – first covered in year 8 - and add to the list. We look at charities and volunteering with a particular focus on charities operating in Francophone countries.	• Social problems • Opinions on social problems • Solutions to social problems • Charities in Francophone countries • Charity work • Volunteering • Past and future volunteer activities	• Grammar awareness: - Modal verbs + infinitive - Modal verbs in the negative - Tenses - Superlative • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames	Formative assessment: GCSE-style listening, reading and writing tasks within lessons Summative assessment: Writing (higher tier)
Spring 1	Global issues <u>Rationale:</u> After having looked at social issues, pupils then move on to look at issues with global impact – the two themes are closely linked and a lot of the same grammar applies.	• Global problems • Opinions on global problems • Solutions to global problems • Past and future activities linked to solutions	• Grammar awareness - Modal verbs + infinitive - Modal verbs in the negative - Tenses - Superlative • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and	Summative assessment: Interim assessment in line with whole school calendar (Listening, Reading, Writing)

			short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames	
Spring 2	Customs and festivals <u>Rationale:</u> We continue with this topic of Customs and Festivals. Although this cohort studied the topic in Year 9, it was of a much lower rigour and less grammatically demanding. As with topic 1, vocabulary regarding family, activities at home and food/drink are revisited through this unit on customs and festivals as students describe how they celebrate different occasions in a variety of tenses - which ensures that students have theme 1 vocabulary in their minds for Topic 6, which will consist of recap and consolidation of all areas of Theme 1 and 2.	• Francophonie • Celebrations/Festivals in the French-speaking world • Music festivals • What you normally do for your birthday • What you did last time	• Grammar awareness: - Third person singular – on form • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames • Transactional role plays in preparation for speaking assessment	Extended writing tasks: 150 words (Exam-style question on the theme) Summative assessment: Speaking focus
Summer 1	Travel and Tourism <u>Rationale:</u> Having looked at global issues in the, pupils now turn to international travel and tourism. In the first unit, we focus what pupils usually do on holiday. This topic gives pupils the opportunity to revisit topics covered previously – family, weather, free time activities, eating out etc. It also affords many opportunities for practising	• Countries • Transport • Accommodation • Weather • Activities – refer back to theme one • Why holidays are important	• Grammar awareness: - En/au/aux for countries - Present tense verbs - Third person singular – on form • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French	Extended writing tasks: 150 words (Exam-style question on the theme) Summative assessment: listening/reading/writing

	transactional language for booking tickets/hotels etc.		and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames • Transactional role plays	
Summer 2	Revision and Consolidation (Theme 1 focus) <u>Rationale:</u> We use this time to look explicitly at exam techniques - showing pupils how to decode questions and raising awareness of detractors. This is woven through the course, but we feel it is important to deal with it on its own as well in order to build confidence and empower pupils. The unit also focuses on Theme 1 to ensure that their knowledge of this Theme is secure going into Year 11, where we will focus on Theme 3 for the first term.	• Awareness of typical listening/reading/writing questions • Common detractors • Answering in French • Effective translation from English to French and French to English • Decoding literary texts	• Grammar awareness - Key verbs - Tenses • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate	Summative assessment – End of year exam in line with whole school timetable (Listening, Reading and Writing)

The aims of this curriculum are;

To enable pupils to

- 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 in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of 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 the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

The MFL curriculum is a spiral curriculum where topics, subjects and themes are revisited and deepened as the course progresses.

Below is the Intent of this curriculum.

Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	My studies and life at school <u>Rationale:</u> Having spent year 10 covering theme 2 in depth and referring back to theme one, we now turn to theme 3 in year 11. This is appropriate as the pupils are completing their final year in secondary school, thinking about their studies and their external exams.	• School location, buildings and equipment • School subjects and opinions • Teachers and opinions – refer back to theme one (appearance/personality) • A typical day at school • A memorable day at school	• Grammar awareness - Reflexive verbs for daily routine - Opinion verbs + infinitive - Perfect tense • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time	Extended writing tasks: 150 words (Exam-style question on the theme) Summative assessment: listening/reading/writing

			frames	
Autumn 2	Future Plans and Careers <u>Rationale:</u> Having looked at school and studies in half-term one, pupils move on to look at future plans and career options. This is a fitting and relevant theme because of where pupils are in their own lives.	• Further study • Short- and long-term future plans • Careers • Opinions on careers • Advantages and disadvantages of different jobs	• Grammar awareness - Near future tense - Conditional tense • Listening for gist/detail with a variety of texts • Reading for gist/detail with a variety of stimuli including literary texts • Listening to French and responding in English or French as appropriate • Reading in French and responding in English or French as appropriate • Translating sentences and short paragraphs into French and English with accuracy and attention to detail • Writing 40/90 and 150 word essays in French using a variety of vocabulary and making reference to different time frames as appropriate • Speaking with confidence on a variety of topics and making reference to 3 time frames	Summative assessment: Mock exam in line with the whole school timetable

Spring 1	Revision and Consolidation: Speaking focus <u>Rationale:</u> We use this half term to work intensively with Pupils to build confidence for the speaking exam. Through our work on speaking, pupils revise a variety of themes and grammatical features – e.g. tenses/opinions and reasons. This intensive work on speaking also helps them with their writing as many of the topics overlap.	• Strategies for tackling photo cards • Strategies for tackling role plays • Strategies for dealing with unexpected questions • Strategies for asking questions • Repair strategies • Spontaneous speech	• Grammar awareness - Tenses - Opinions and reasons - Forming questions • Listening for the key words in questions • Asking and answering questions in French • Speaking with confidence on a variety of topics and making reference to 3 time frames	Summative assessment: Mock speaking exam
Spring 2	Exam preparation	Revision of all examination content to be carried out during this term. This is in line with student and class needs.		Exam papers and exam-style questions (listening, reading and writing) will be used throughout this unit.