

# The MFL Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- inspire an appreciation of language learning
- instil linguistic knowledge and transferable skills in our students, which will equip them with the necessary adaptability to engage with the opportunities available to them in and beyond their academic and social environment
- encourage respect and understanding towards other languages, cultures and customs in a diverse and changing world

# Rationale behind the MFL KS3 Curriculum

- What it builds on and what it leads to.

## **Builds on:**

- The KS3 MFL curriculum focusses on building grammatical knowledge in a sequenced and graduated fashion, constantly building on previously learnt grammatical items.
- We believe that knowledge, understanding and application of grammatical structures are key to developing successfully independent, confident and secure language learners in charge of the pace of their own foreign language learning, acquisition and eventual ownership of the language itself in their everyday use.

## **Leads to:**

- Age appropriate topics, related to emotional and intellectual maturity and interest, are thus chosen per year group to practise the chosen grammatical structures via vocabulary and idiomatic structures, thus building a wide vocabulary repertoire in a students' foreign linguistic arsenal.
- Designated year group chosen topics lend themselves well to consolidating the chosen grammatical structures as key building blocks to further learning and progress.

# Knowledge Progression throughout KS3 years

## • Year 7 Content and Progression

- The Year 7 MFL curriculum

INTRODUCES students to key grammatical points and language manipulation skills.

Given the nature of the designed curriculum, imperfect and conditional phrases are taught as lexical items at this stage.

Learning to ask questions follows on nicely, as well as spontaneous speaking.

Vocabulary knowledge is constantly built, widened and revisited from topic to topic.

Phonics work forms part of our focus on building sound/spelling links with the students, thus refining their pronunciation, improving their spelling and further consolidating their grammar understanding through dictation via context analysis.

## Year 8 content and onward progression from Year 7

- The Yr 8 MFL Curriculum builds on the grammatical structures learnt in year 7, with consolidation at its heart. This LEADS TO the introduction and consolidation of the FUTURE and PERFECT TENSES through the buoyancy aid of specific vocabulary chosen for the year 8 topics.
- Vocabulary learnt in year 7 is constantly revisited and recycled alongside new topic vocabulary via various means, including linguistic games and appropriate and engaging subject pedagogical approaches. Students' knowledge of phonics is further widened and consolidated at this stage.

## Year 9 content and progression cumulation of KS3 teaching

- The year 9 MFL curriculum ensures that most of the grammatical structures needed for further success beyond KS3 are now embedded in our students' knowledge of the foreign language being studied. It builds on the grammatical and vocabulary knowledge of key topics studied since year 7, and regularly revisits and consolidates them in different formats.
- Laying solid foundations for continual learning beyond KS3 remains a strong focus in this year group.
- Grammatically, students are now exposed fully to the imperfect and conditional varied gambit to add to their knowledge of the other key tenses from years 7 and 8.
- Phonetically, students will have a strong repertoire of sound/spelling link combinations which they will be able to rely on upon meeting words yet to be discovered by them.

# Units of Work Covered in Year 7: French

<b>TERM 1:</b> Myself and Family	<b>TERM 2:</b> House and Home	<b>TERM 3:</b> School
<p>Greetings - hello, how are you, etc...</p> <ul style="list-style-type: none"><li>➤ Name</li><li>➤ Alphabet - how is that spelt etc...</li><li>➤ Classroom instructions</li><li>➤ Items in pencil case</li><li>➤ Age/ Numbers - 1-13/1-20/ 1-61</li><li>➤ Birthday - days of the week, months, names for <b>Traditional Holidays: Christmas/ Easter/ Halloween/ All Saints; and seasons</b></li><li>➤ Colours - my favourite colour etc..</li><li>➤ Likes and dislikes + simple reasons</li><li>➤ Pets (consolidate colours)</li><li>➤ Introduction to family members</li><li>➤ Personality traits - self and family</li><li>➤ Physical descriptions and qualifiers : assez/ très/ un peu/ pas du tout ...</li></ul>	<ol style="list-style-type: none"><li>1. Location: where you live: town/country/part of country - seaside etc.</li><li>2. Type of house</li><li>3. Rooms in house + where they are situated</li><li>4. Bedroom description</li><li>5. Furniture</li><li>6. <b>Household chores</b></li></ol>	<ul style="list-style-type: none"><li>➤ type of school</li><li>➤ how you get there - means of transport</li><li>➤ subjects</li><li>➤ favourite subjects, etc ..</li><li>➤ opinions + reasons, including qualifiers</li><li>➤ teachers</li><li>➤ time ( revisit numbers - consolidate 1-60, <b>teach 60 to 70/ up to 100</b>)</li><li>➤ running of the school day</li><li>➤ daily routine</li></ul>

# Units of Work Covered in Year 8: French

<b>TERM 1:</b> <b>Food, clothes, shopping, festivals</b>	<b>TERM 2:</b> <b>Sports and Leisure</b>	<b>TERM 3:</b> <b>Holidays</b>
<p>➤ 1. Introduction to food and drink vocabulary, to include:-</p> <ul style="list-style-type: none"><li>a) types of food according to mealtimes;</li><li>b) eating habits as defined by<ul style="list-style-type: none"><li>i) preferences - revision and extension of opinion words, phrases and verbal structures;</li><li>ii) life choices - vegetarian versus meat-eater: advantages and disadvantages of these on body and purse strings;</li><li>iii) religious observance - when and why, etc.</li></ul></li><li>c) ingredients and quantities needed for certain recipes, to include <b>maybe</b>:-<ul style="list-style-type: none"><li>i) a traditional/ national/ favourite dish;</li><li>ii) a birthday cake;</li><li>iii) low-fat versus full-fat versions of recipes (think Indian dishes and oils and butters) - impact on taste and waistline.</li></ul></li><li>d) shopping for food items - transactional vocabulary and structures needed for dialogues.</li></ul> <p>➤ 2. Introduction to food items, to ...</p> <ul style="list-style-type: none"><li>a) reinforce like/dislike words/phrases/verbal structures taught with food;</li><li>b) buying clothing items for a particular event - birthday, party, wwyw school day, - hence providing further consolidation of transactional vocabulary and structures;</li></ul> <p>➤ 3. Description of a celebration, e.g. Diwali, Bonfire Night, Halloween, Christmas : le réveillon and all the French Christmas traditions, - to include:-</p> <ul style="list-style-type: none"><li>a) typical foods eaten and beverages taken on these occasions;</li><li>b) items of clothing worn and why on these occasions, if applicable;</li><li>c) compare a current celebration to a past celebration to ensure tense manipulation skills.</li></ul>	<p>➤ 1. Introduction to Free time Activities with particular focus on in:-</p> <ul style="list-style-type: none"><li>a) activities with jouer</li><li>b) Activities with faire</li><li>c) Activities with aller</li><li>d) Activities where the verb defines the activity, e.g. je nage</li><li>e) Introduction to time phrases + activities.</li></ul> <p>➤ 2. Introduction to weather phrases and seasons, to include their impact on choice of free time activities.</p> <p><b>KEYWORD: quand</b></p> <p>➤ 3. The <b>FUTURE TENSE</b>.</p> <ul style="list-style-type: none"><li>a) re-visit <b>NEAR FUTURE</b> - je vais + infinitive</li><li>b) formal introduction to the simple future tense, aka the proper future tense in French</li><li>c) Link this grammatical point to the above topics.</li></ul> <p><b>KEYWORD French : s'il ... Je ferai/ je jouerai/j'irai.</b></p> <p>➤ 4. <b>EXTENSION: Revisit and consolidate the PERFECT TENSE.</b></p>	<p>➤ 1. Saying <b>WHEN</b> you went on holiday - revise days, months, seasons</p> <p>➤ 2. <b>WHERE</b> you went - countries, towns</p> <p>➤ 3. <b>WHO WITH</b> - members of family and friends</p> <p>➤ 4. <b>HOW LONG</b> - time phrases</p> <p>➤ 5. <b>MEANS OF TRANSPORT</b> used - why, to include advantages and disadvantages of each</p> <p>➤ 6. <b>ACCOMMODATION</b> - reasons for choosing it, - to include <b>PREPOSITIONS + PLACES in town</b>, e.g. opposite the..., next to the ... -</p> <p>➤ 7. <b>IMPACT OF WEATHER</b> on holiday choice and activities chosen</p> <p>➤ 8. <b>HOLIDAY ACTIVITIES</b> - touristy things</p> <p>➤ 9. <b>BENEFITS OF HOLIDAYS</b> - why go on holiday at all</p> <p>➤ 10. <b>EXTENSION : IDEAL HOLIDAY</b></p>

# Units of Work Covered in Year 9: French & German

<b>TERM 1:</b> <b>Media</b>	<b>TERM 2:</b> <b>Health And Fitness</b>	<b>TERM 3:</b> <b>Cultural/Town</b>
<ul style="list-style-type: none"><li>➤ 1. Introduction of TV programmes - personal response to, - revisit numbers, time, days of the week, time of day.</li><li>➤ 2. types of film at the cinema and talking about a visit to the cinema - likes/dislikes/preferences - describe a favourite film or a recently watched film.</li><li>➤ 3. Adverts and advertising on TV and other media - 1. psychological reasoning behind it; 2. how it influences us and our response to it.</li><li>➤ ➤ 4. Media<ul style="list-style-type: none"><li>- the Internet - how it has modernised how we look for information, Intrusion on privacy? Hidden dangers? Easy to access.</li></ul></li><li>➤ 5. Music - types of music - personal response to it and, possibly, the power of music on our physical wellbeing.</li></ul>	<ul style="list-style-type: none"><li>➤ 1. Suggestion to start this unit: Start with what you did during the holidays, ending with "I fell ill" - means of linking previous learning to new learning in this unit - 3 lessons should be enough!</li><li>➤ 2. Introduction to parts of the body.</li><li>➤ 3. Saying what hurts - since when, why, including injuries due to sports' activities/ free time activities.</li><li>➤ 4. going to the doctor's and exploring possible causes of illnesses - physical as well as psychological - tummy ache as a means of not going to school!</li><li>➤ 5. Treatment for illness.</li><li>➤ 6. Food choices and impact on body (healthy eating). Look at our environment: is it conducive to a healthy lifestyle with all the adverts for fast food and the pressures of such stressful and busy lifestyles. Readymade meals, anyone? Canteen food? Healthy Schools Award?</li><li>➤ 7. Resolutions/ keeping fit - what you need to do to keep a physically and mentally fit body - stress busters etc...</li></ul>	<ul style="list-style-type: none"><li>➤ Cultural Topic project in foreign language</li><li>➤ Places in town - directions/ buying things in different shops/ exchanging things - transactional vocabulary for new GCSE</li></ul>

# Approach to Reading (+Listening) comprehension across KS3 - cumulative approach

Year 7 Reading Comprehension approach	Year 8 Reading Comprehension approach	Year 9 Reading Comprehension approach
<p>TERM 1 Generic word level being tested T/F exercises Gap-fill with support - perhaps a choice of two words? Who says what? A or B or A&amp;B - in English? Texts with unexpected language</p> <p>TERM2 Move on to sentences and short paragraphs - vocab from term 1 to creep through and term 2 up to test point but focus mainly on term 2 T/F/NM Multiple choice (inc negatives) Questions in TL answer in TL - inc manipulation with il/elle not just je</p> <p>TERM3 Vocab from terms1 +2 to creep through + up to this point, but focus mainly on this term Sequencing - time phrases etc Tenses - je vais aller - quand? Questions in Engl/ answer in English + questions in TL</p>	<p>TERM1 Gap-fill - with list - focus: functions of words in a sentence T/F/NM Questions in English - focus: being specific in answers - little words which mean a lot Translation</p> <p>TERM 2 Synonyms/paraphrasing/word families Inference - introductory approach Tenses Harder multiple choice Questions in TL</p> <p>TERM3 Which 5 sentences are correct? Questions in Eng + TL on literary texts, incl manipulation of grammatical points to go with the answering Finish the sentence in ENGLISH at this point.</p>	<p>TERM 1 T/F/NM Choose 4 correct answers in ENG and TL Literary texts Gap-fill with support</p> <p>TERM 2 Questions in TL and Eng Finishing sentence in TL and Eng Inferencing Literary text</p> <p>Year 9 will have a Foundation and Higher Paper</p>

# KS4 Languages Curriculum

- **Builds on :**
- **The first unit** of self, family, friends and future relationships **in year 10**, ensures that all students revisit and embed all the tenses needed for GCSE. It allows the students to study them at a more challenging level, whilst consolidating topic work from KS3 on a semi-familiar topic to build linguistic confidence and ensure a taste of success.
- **Leads to :** As this launching topic focusses on the impact of personal relationships on everyday life, subsequent topics always come back to the impact of those activities on relationships, thus inculcating and revising vocabulary, grammatical structures and idiomatic phrases on a regular basis.
- Year 10 chosen topics and themes focus on exploring quasi-familiar topics at a more intellectual as well as at a deeper linguistic and emotionally mature level. This, consequently, allows students to concentrate on mastering the art of exam technique in the 4 language skills.
- **Further leads to :**
- **Year 11 chosen topics** rely on students' increasing linguistic proficiency and ownership of complex structures and vocabulary to fully exploit mature discussion and understanding of complex social, economical and environmental issues and future and career plans.

The GCSE course will be divided into 3 THEMES with various topic areas to be studied.-Current yr 10

## THEME 1

### People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

## THEME 2

### Popular Culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

## THEME 3

### Communication and the World Around Us.

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

All the above subtopics will be covered by the class teacher over the course of 2 years. Explicit Grammar will be taught alongside subtopics at appropriate points to ensure accurate usage and sharper understanding of the foreign language taught. All this alongside Phonics work, which will also reinforce grammar understanding as well as refine Target Language pronunciation in the students.

The GCSE MFL course will be divided into 3 THEMES with various topic areas to be studied in both French and German

Key: GREEN represents year 10 topics

Key: PINK represents year 11 topics

# Current Year 11

<b>THEME 1</b> <b>Culture and Identity</b>	<b>THEME 2</b> <b>Local, international and global areas of interest</b>	<b>THEME 3</b> <b>Current and future study and employment</b>
<p>1.1 relationships with family and friends;</p> <p>1.2 marriage and partnership;</p> <p>2.2 social media;</p> <p>2.3 mobile technology;</p> <p>3.1 music, cinema and TV;</p> <p>3.3 sport;</p> <p>4.1 France and customs;</p> <p>4.2 francophone festivals</p> <p>4. German: Customs and festivals in German-speaking countries/communities</p>	<p>5.1 home;</p> <p>5.2 where I live.</p> <p>6.1 charity work;</p> <p>3.2 food and eating out;</p> <p>6.2 healthy and unhealthy living;</p> <p>7.1 environment;</p> <p>7.2 poverty and homelessness;</p> <p>8.1 Travel and Tourism: holidays and travel;</p> <p>8.2 regions of France/ Germany</p>	<p>9.1 school and subjects;</p> <p>10.1 life at school and college;</p> <p>11.1 Education Post-16: University or work;</p> <p>12.1 choice of career - jobs, careers and ambitions</p>

Explicit Grammar will be taught alongside subtopics at appropriate points to ensure accurate usage and sharper understanding of the foreign language taught.