

## Subject Curriculum Map

**Intent** – The Modern Foreign Languages (MFL) curriculum aims to inspire students to become linguists who can express their ideas and thoughts in another language, and understand and respond to its speakers. Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop the four main skills of reading, writing, speaking and listening in the target language. MFL teaching will provide students with the foundation for learning further languages, giving them the skills to succeed in the workplace and become more rounded global citizens. The invaluable communication skills and creativity developed through learning a foreign language will foster students' curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.

Implementation							
Term	1	2	3	4	5	6	
<b>Year 7</b>	<p style="text-align: center;"><b>1. Ma vie</b></p> <p>French: Students in Year 7 will learn how to introduce themselves in French. They will also study how to ask and answer questions about their age, birthday, physical description and personality. They will gain vocabulary about family members, and how to describe in the third person. This will give students the tools to greet and introduce themselves should they meet a French-speaking person. Photo description tasks will also be introduced to prepare students for exam-style questions that will come up in their GCSE speaking and writing exams. This content will provide an introduction to Theme 1 of the GCSE curriculum. The cultural focus will be on learning about Guy Fawkes Night (5<sup>th</sup> November) in French, so that students are able to compare and contrast winter traditions in the UK and France.</p>	<p style="text-align: center;"><b>2. Mon temps libre</b></p> <p>French: Pupils will acquire vocabulary about free time activities and giving simple opinions about what they like/dislike. Students will be able to say what they normally do and how often. This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences. They will continue to practice photo descriptions related to the topic of free time. This unit will provide an introduction to Theme 1 of the GCSE curriculum. In terms of culture, students will study Christmas traditions in France, so that they can see the similarities and differences in how this event is celebrated in France.</p>	<p style="text-align: center;"><b>3. Mi vida</b></p> <p>Spanish: Students will learn how to introduce themselves in Spanish. They will also study how to ask and answer questions about their age, birthday, physical description and personality. They will gain vocabulary about family members, and how to describe in the third person. This will give students the tools to greet and introduce themselves should they meet a Spanish-speaking person. Photo description tasks will also be introduced to prepare students for exam-style questions that will come up in their GCSE speaking and writing exams. This content will provide an introduction to Theme 1 of the GCSE curriculum. The cultural focus will be learning about Carnival in Spanish-speaking countries, as this is one of the most significant and anticipated annual events in Hispanic countries across the world.</p>	<p style="text-align: center;"><b>4. Mi tiempo libre</b></p> <p>Spanish: Pupils will acquire vocabulary about free time activities and giving simple opinions about what they like/dislike. Students will be able to say what they normally do and how often. This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences. They will continue to practice photo descriptions related to the topic of free time. This unit will provide an introduction to Theme 1 of the GCSE curriculum. In terms of culture, students will study Easter traditions in Spain, comparing and contrasting how this festival is celebrated in the UK and in Spain.</p>	<p style="text-align: center;"><b>5. Mi insti/Mon école</b></p> <p>Pupils will acquire vocabulary about school, and giving simple opinions about what they like/dislike. They will also learn how to talk about activities they do at break time and after school. This will serve to consolidate conjugation in the target language in the present tense. Students will also be introduced to the near future tense. They will continue to practice photo descriptions related to the topic of school. This unit will prove an introduction to Theme 3 of the GCSE curriculum. In terms of culture, students will study summer festivals in Spain and 'Bastille day' in France, as both of these represent significant cultural events in Hispanic and French-speaking countries.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Synoptic Assessment</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pupils receive feedback on their assessments and complete an extended writing task to choose their language of study for Y8.</p>
<b>Year 8</b>	<p style="text-align: center;"><b>1. My life and free time</b></p> <p>Students will revisit basic content in Spanish or French from Y7 on how to introduce themselves and give basic information about themselves. They will then learn vocabulary related to free time, and will review different opinion phrases for talking about different activities. They will also practise the endings of regular verbs in the present tense seen in Y7 in more depth. Students will gain knowledge of vocabulary related to mobiles, music, TV and hobbies, so that they can give information about what they do in their free time. Students will then study the preterit tense in-depth, and will start using two tenses together. This unit prepares them for their study of free time activities in Y11. The cultural focus will be on the Mexican festival 'The Day of the Dead', as this festival is arguably the most popular and important event in the Mexican calendar. In French, students will study All Saints' Day. Students will also focus on describing photo cards to prepare them for Theme 1 of their GCSE.</p>	<p style="text-align: center;"><b>2. Arranging to go out</b></p> <p>Students will practice arranging to go out and making plans with friends. The grammar focus will be on the conditional tense and prepositions. Modal verbs will also be revisited in the context of making excuses as to why they cannot go out. Students will come across reflexive verbs in the context of their daily routine, as well as vocabulary related to clothes, and deciding what to wear. They will practice using three tenses together. Students will continue to practice photo descriptions related to the topic. In terms of culture, students will build on their knowledge about Christmas in the target language country, so that they can continue exploring ways in which this festival varies across different cultures.</p>	<p style="text-align: center;"><b>3. Healthy living</b></p> <p>Students will come across vocabulary related to food and drink. In terms of grammar, they will revisit the near future tense seen in Y7 and more opinion phrases. The preterit tense will be reviewed in the context of describing what food and drink they had on a special occasion. They will also revisit daily routines and reflexive verbs in the context of describing their lifestyle. They will also build on the food and drink vocabulary seen in Year 7, and will practice giving advice on what you should and should not do if you want to lead a healthy lifestyle and keep fit. Students will be introduced to direct object pronouns. They will practice photo descriptions related to lifestyle. This unit will prepare them for Theme 2 of their GCSE exam. The cultural focus will be on Carnival in Spanish and French speaking countries, so that students can continue learning about how this festival is celebrated across the world.</p>	<p style="text-align: center;"><b>4. Work</b></p> <p>Students will learn different jobs and the tasks and skills that they involve. They will practice the conditional and the near future tense by talking about what they would like to do and what plans they have for the future. They will practice photo descriptions related to jobs and the working environment. This unit will prepare students for Theme 3 of the GCSE exam, which focuses on future study and employment. In terms of culture, students will revisit Easter traditions in France and Spain.</p>	<p style="text-align: center;"><b>5. Holidays</b></p> <p>Students will learn how to describe their holidays using the three to four different tenses seen throughout the year. Students will learn additional house-related vocabulary to help them to describe a holiday home, revisiting and building on adjectives learnt in Y7. They will also learn about how to ask for and give directions, as well as activities undertaken on holiday. Students will learn how to form the comparative and superlative in Spanish and French, as well as practicing using three tenses together. They will continue to practice photo descriptions related to the topic. This unit will help students prepare for Theme 2 of the GCSE exam (home, town neighbourhood and region). The cultural focus will be on festivals in Spain and France, as there is a wide range of festivals that differ hugely from any that we celebrate in the UK. They will continue photo description practice, as well as other valuable exam skills. They will spend time revising all content seen throughout the year ahead of the end of year assessment, with a particular focus on translation skills, as this is something they will have to do in their GCSE.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Synoptic Assessment</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pupils receive feedback on their assessments and complete a project related to French or Spanish culture.</p>

<b>Year 9</b>	<b>1. Relationships</b> Students will revisit family members and descriptions studied in Y7. They will also gain more vocabulary related to relationships and giving opinions using more complex structures. They will revisit the past and present tense learnt in Y7 and 8, and practice the near future tense by talking about what they are going to do with family or friends. They will continue working on using three tenses together, and will practice photo descriptions related to the content of the unit. This unit will prepare students for Theme 1 of their GCSE.	<b>2. Free time</b> Students will revisit free time activities studied in Y8. They will also gain more vocabulary related to TV, music, film and special occasions. They will continue working on using three tenses together, the past and present tense learnt in Y7 and 8, and practice the future tenses by talking about films and activities they are going to do. They will practice photo descriptions related to the content of the unit. There will be an extra question on the photo descriptions in order to build upon this skill. This unit will prepare students for Theme 1 of their GCSE. In terms of culture, students will compare Halloween traditions in the target language country and England, exploring the similarities and differences.	<b>3. Festivals and customs</b> Students will revisit daily routines and reflexive verbs in the context of festivals in the past. They will also build on the food and drink vocabulary seen in Year 8, and will revisit Christmas traditions but focussing on more complex GCSE content. Students will learn how to give more complex opinions and recommendations regarding different festivals and music events. Students will revisit the direct object pronouns and they will practice photo descriptions related to festivals. The cultural focus in French will be on Cannes Film Festival. In Spanish, students will study 'La Tomatina', a festival celebrated in Valencia where thousands of people gather to throw tomatoes at each other, as this features in Theme 1 of the GCSE exam.	<b>4. Social and global issues</b> Students will study different social and global issues. They will study different problems around the world, and what can be done to protect the environment. They will continue to practice photo descriptions related to the content of the unit. This will prepare them for Theme 2 of their GCSE exam. In terms of culture, students will revisit Easter traditions, but focussing on the more complex GCSE content.	<b>5. My city</b> Students will revisit places in town learnt in Y8 and they will recap the comparative and superlative forms in the context of cities. Students will be introduced to the imperfect tense in the context of talking about how towns and cities have changed. They will also revisit future plans in the city and will learn about different items that can be bought in souvenirs shops. They will then spend time revising all content seen throughout the year ahead of the end of year assessment.			
<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>6</b>	
<b>Year 10</b>	<b>1. Holidays</b> (Theme 2) Students will focus on international areas of interest by studying holidays. They will revise the present tense and using two past tenses together (the preterit and imperfect). They will then practice using four tenses together. They will build upon holiday vocabulary seen in Y8, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. Students can use this knowledge if they travel abroad. They will continue practicing photo descriptions, but with two extra questions in order to simulate what they will have to prepare in the GCSE exam. Students will complete a speaking and writing booklet in preparation for their GCSE exam.	<b>2. Life at school</b> (Theme 3) Students will revisit and build upon the topic of school introduced in Y7. They will study school subjects, rules, uniform, facilities, clubs and achievements. They will also talk about different problems in schools. They will continue to practice using four tenses together, as well as regularly practicing photo descriptions with two extra questions, based on the topic of school. Students will complete a speaking and writing booklet in preparation for their GCSE exam.	<b>3. People and technology</b> (Theme 1) Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions and personality. They will also look at vocabulary related to technology and recap making plans with friends, as seen in Y8. They will study the present continuous tense more in-depth, and apply this knowledge when practicing photo descriptions. Students will complete a speaking and writing booklet in preparation for their GCSE exam.	<b>4. My town</b> (Theme 2) Students will build upon content seen in Y8 and 9 related to life in the city and countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They will continue to practice using more than four tenses together and describing photos. Students will complete a speaking and writing booklet in preparation for their GCSE exam.	<b>5. Festivals</b> (Theme 1) Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival, as well as continuing to practice photo descriptions. They will complete a speaking and writing booklet in preparation for their GCSE exam. They will then review all content seen throughout the year ahead of the end of year assessment.	<b>Synoptic Assessment</b>		
<b>Year 11</b>	<b>1. My free time</b> (Theme 1) Students will build upon their knowledge of free-time activities as seen in Y7, 8 and 9, as well as content related to TV programmes, sports, music and role models. They will talk about what they usually do and will practice using the perfect tense. Photo card practice will be based on free-time activities, and students will complete a speaking and writing booklet in preparation for their GCSE exam.	<b>Mock 1</b>	<b>2. Work</b> (Theme 3) Students will apply knowledge from Y8 related to jobs and preferences. They will practice using the preterit and imperfect together to talk about work experience, and discussing plans for the future. Photo card practice will be based on the topic of work, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam.	<b>Mock 2</b>	<b>3. The environment</b> (Theme 2) Students will revisit the topic of the environment, lifestyle and global and social issues seen in Y9. They will study looking after the environment at home, serious global problems, how we can try to address them, and how to lead a healthy lifestyle. They will review how to both recognise and be able to produce different tenses, as studied from Y7. Photo description practice will be based on lifestyle and the environment, and students will continue to complete a speaking and writing booklet in preparation for their GCSE exam.	<b>Mock 3</b>	Exam practise: revision of all main topics. Speaking practice based on photo card, general conversation and role-play.	GCSE exams

Pupils receive feedback on their assessments and complete a project. They will also work on speaking skills to start preparing them for their oral exam.

Pupils receive feedback on their assessments and will do speaking practice on the main topics.

**Impact:**

To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3, and weekly tests at KS4. There will be regular feedback given on the progress made in the four main skills: reading, listening, writing and speaking. The impact of the curriculum upon students becoming linguists who can communicate effectively in the target language is assessed through students' participation during lessons and their engagement with homework tasks. Extra-curricular activities such as the KS3 trip to France and the KS4 trip to Spain will also provide students with the opportunity to put into practice what they have learnt in the classroom, and to experience first-hand the benefits of learning another language.