

Key Stage Four Curriculum Overview for MFL

Curriculum Intent and Exam Boards

Our MFL curriculum is organised in a way to ensure that, by the end of Year 11, learning a language :

- Enables pupils to communicate confidently and more fluently with different kinds of people, in different contexts, for different purposes about an increasingly wide range of themes, across all 4 skills
- Deepens pupils' understanding of the world and of the Target Language (TL) culture (including use of idioms), allowing them to discover and develop an appreciation of a range of writing in the language studied.
- Equips students with skills to understand and respond to more complex spoken and written language from a variety of authentic sources
- Ensures students can write at varying length, for different purposes and audiences, using the wide variety of grammatical structures and vocabulary that they have learnt (e.g. 50 word, 90 word, 150 word essays)
- Provides the foundation for learning further languages and future language study, equipping pupils to study and work in other countries
- Pupils use and manipulate language, to apply it in different and creative ways

Why? To enable pupils to broaden their horizons, converse with increasing fluency with others, explore cultures + strengthen their economic prospects

The exam board is **AQA** (French (8652), Spanish (8692)). All four skills are assessed at the end of the course and are equally weighted (25%):

Speaking: this exam involves a role play task, reading aloud a text and answering questions based on the text, and describing a photo and having a conversation based on the topic of the photo

Listening: students will be expected to understand statements, short and long conversations, and longer passages in the target language, as well as transcribing words during a dictation

Reading: students will be expected to read texts in the target language and answer questions in English or non-verbally, and translate sentences from the target language into English

Writing:

Foundation tier: students will complete five written tasks, including describing a photo, a 50 word task, a grammar task, translation of sentences into the target language, and a 90 word task

Higher tier: students will complete three written tasks: a translation into the target language, a 90 word task and a 150 word task

How does the KS4 curriculum build on that from KS3?

The curriculum builds on prior learning at KS3 by:

- revisiting many of the same topics in greater depth and breadth, in order to deepen knowledge and increase linguistic and grammatical sophistication.
- allowing pupils to deepen their knowledge about how language works and enrich their vocabulary
- increasing pupils' independent use and understanding of extended language in a wide range of contexts
- enriching pupils' use of their mother tongue through comparison of the language and culture of another country
- encouraging pupils to manipulate language both for purpose and audience
- developing language-learning skills both for immediate use and to prepare pupils for further language study and use in school, higher education or employment.

What do students do with their acquired knowledge and skills?

Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged. Students are taught to communicate fluently and effectively in the target language and to understand increasingly more complex language.

Students communicate with increasing confidence information on 3 themes : people and lifestyle, popular culture, communication and the world around us

Students reflect on the world we live in, using contexts both familiar and unfamiliar to them in their everyday lives

Students use skills acquired to adapt and create language independently and in future studies

How does the KS4 curriculum align to and go beyond the National Curriculum?

The National Curriculum enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Our curriculum takes into account the National Curriculum but we do so much more, going beyond that, increasing in breadth + depth e.g. the NC requires students to be able to identify and use tenses to convey present, past and future events. We go beyond this by studying and using for example the imperfect and conditional tenses with a range of pronouns and more complex structures.

What new knowledge are students taught?

Term	Year 10 French	Year 10 Spanish	Year 11 French	Year 11 Spanish
Autumn	Topics : - Free time activities and use of technology - Family and friends Vocabulary: AQA GCSE French Modules 1 and 2 (Pearson) Grammar: - Consolidation of tenses seen in KS3: the present tense of regular and key irregular verbs, the near future, the perfect tense - Using aimer + noun and aimer + infinitive - Forming and answering questions - Using emphatic pronouns - Using reflexive verbs in the present tense - Adjectives: agreement, positions - Using direct object pronouns	Topics: - Free-time activities and use of technology - Holidays Grammar: - Consolidation of tenses learned in KS3: Present tense, including stem-changing verbs, Preterite and Near Future. - Expressing a range of personal opinions as well other people's opinions. - Object Direct Pronouns - Comparatives and superlatives - Infinitive expressions: Se puede(n), Acabar de, Suelo - Lo + adjective: Lo bueno/Lo malo - Si + Present tense - Imperfect Tense Phonics: - The vowels	Topics : - The environment - Local region Grammar: - Consolidation of tenses seen in Year 10 - Using comparatives and superlatives - Understanding the passive voice - Using the nous-form imperative - Using en + the present participle - Using en train de + venir de - Using demonstrative adjectives (ce, cet, cette, ces) - Using the pronoun y - Using si clauses Phonics : tion, <i>a</i>, nasal sounds, y, i, r / <i>th</i>, final consonant pronounced where -e / -es added, c as soft sound before e and i and when it has a cedilla	Topics: - Local region - The environment Grammar: - Demonstrative adjectives - The Perfect Tense - Revisiting Direct Object Pronouns - Revisiting the comparatives - Present subjunctive with 'Cuando' and to give opinions. - Using a variety of tenses together - Pronouns after prepositions - The imperative - Avoiding the Passive voice - Infinitive expressions: (No) se debería Phonics: - Revisiting rr and ll - Cua / Cue sounds

	Phonics: é / ez / er, silent final consonants and liaisons, qu, j, u, ou, i, e, ie	- The different sounds for letter c (soft c, hard c, ch sound) - LL sound - Qu sound - J, ge and gi sounds - The letter h		
Spring	Topics : - School - Healthy living (up to mock exams) Grammar: - Consolidation of key grammar and tenses seen previously in KS3 and KS4 - Using comparative adjectives - Il faut + infinitive - The imperfect tense - The imperative - The partitive article (du, de la, de l', des) and en - Using modal verbs (devoir, vouloir, pouvoir) Phonics: s between vowels, oi, oy, ien, en, an, em, am, ain, in, aim, im, eu	Topics: - Family and friends - Lifestyle and healthy living (up to mock exam) Grammar: - Present continuous - Ser vs Estar - How long you have been doing something. - Personal a - Reflexive verbs (Present and Preterite) - Infinitive expressions with 'Para' 'Podrías' and 'Deberías' - Revisiting Direct Object Pronoun - Indirect Object Pronoun - Tener + nouns - Indefinite adjectives - Revisiting the Imperfect tense - Using ya no+ verb	Topics : - Local region (continued) - Future plans Grammar - Using après avoir + a past participle - Using infinitives as nouns - Using verbs followed by à and de - Revision and consolidation of key grammar Phonics: ill-/-ille, -ail/aill-	Topics: - The environment (continued) - Future plans Grammar: - Seguir/continuar + present participle - Possessive pronouns - Infinitive expressions with prepositions - The suffix -dad/-idad - Modal verbs - Para que + present subjunctive Phonics: - Revisiting correct stress patterns - Revisiting the vowels - Revisiting the sounds for j/ge/gi, z/ce/ci, y/ll, b/v, ca/co/cu/que/qui and ga/go/gu

		- Simple Future and 'Si' clauses with future Phonics: - J, ge and gi sounds - The letter h - Correct stress patterns - Sounds for r and rr - Revisiting c sounds		
Summer	Topics : - Healthy living (continued) - Holidays Grammar: - Consolidation of key grammar and tenses seen previously in KS3 and KS4 - Using the perfect tense of reflexive and modal verbs - Using the simple future tense - Using the conditional - Creating more complex sentences using relative pronouns - Using si clauses Phonics: h, au/eau/closed o/ô, gn, un, en, an, em, am	Topics: - Lifestyle and healthy living (continued) - School life Grammar: - Consolidation of key grammar and tenses seen previously in KS3 and KS4 - The absolute superlative - Using 'lo que' - Opinions of others - Negatives - Adverbs ending in 'mente' Phonics: - Revisiting ce, ci and z sounds - Te sound for the letter 'ñ' , ge and gi sounds - The letter h - Correct stress patterns	Revision and consolidation of key knowledge and exam skills	Revision and consolidation of key knowledge and exam skills

		• Sounds for r and rr • Revisiting c sounds		
Rationale for this sequencing	The AQA curriculum supports students to develop the building blocks of vocabulary, grammar and phonics in a logical order, in familiar and new contexts, building upon prior knowledge and enabling students to use increasingly complex vocab + grammar.			

How and where do students build knowledge through KS4?

The GCSE course builds on students' language skills in Key Stage 3. They revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

Students:

- 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 to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to 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 French or Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

At KS4, students deepen their understanding of Francophone and Hispanic cultures, thus encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

