



## MODERN FOREIGN LANGUAGES

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#### Why is the study of Languages important?

Language means ‘the method of human communication used by a particular community’. The study of a different language will enable you to develop an understanding of another culture and therefore gain a more profound understanding of your own language and culture. Language learning is a higher order skill and will encourage you to plan, solve problems, and manipulate the elements of language learnt to communicate effectively. From Year 7 you will have the exciting opportunity to listen to and read authentic material in both French and Spanish on a wide range of topics such as school, leisure time, family & relationships, technology, customs and festivals in other countries, to name but a few. You will become confident to speak in front of others and express your opinions in different ways. You will develop your understanding of grammar both in the target language and in English, and learn how to produce relevant, fluent and coherent pieces of writing. Your study of a Modern Foreign Language will encourage you to think deeply and help you more effectively communicate with others – a great life skill that all universities and employers will appreciate.

Across your study you will explore what life is like for young people in the target language country. Lessons will provide a wide range of opportunities for speaking, listening, reading and writing. Your MFL classroom will be brimming with vocabulary learning in fun and exciting ways, the recall of which is the key to all understanding and communication in the target language. You will engage with the grammar of the new language and use logic, reasoning and problem solving skills to apply it in context. Seems challenging - you are going to love it! MFL will expand your mind!

Big Issues such as the environment, poverty & homelessness, cultural differences across the world, and social issues are all part of the curriculum at GCSE. You will think about the advantages and disadvantages of social media and technology, as well as reflect on your plans for the future in terms of relationships as well as future study and careers. You will be encouraged to develop your own thoughts and opinions on such issues and then express them not in English, but in the target language. What a level to reach! I bet you can't wait to get started...

#### What skills will the study of Languages teach you?

You are a citizen in this world and you need to know how to communicate effectively with those around you from all backgrounds and cultures. It will teach you to...

- develop self-determination
- master the basics – you have to know simple words first before you can create full sentences and meaningful language.
- develop your memory skills – repetition is the mother of all learning.
- express your thoughts and opinions in an organised way.
- listen and read for detail and identify the key points.
- take risks and be confident.

### **What will you know and understand from your study of Languages?**

#### **You will ...**

- understand grammar and apply it in different contexts.
- practice phonics to be able to read aloud, spell and speak the target language
- communicate effectively in writing for a variety of purposes across a range of specified contexts.
- manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency
- interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions.
- identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages.
- deduce and infer meaning from a variety of spoken or written texts.
- translate into and out of the target language.

### **How does your study of Languages support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Modern Foreign Languages touches on so many other subjects; language learning is the development of literacy skills, which are essential to the study of all subjects. Students discuss global and social issues, which link to study in Science, Geography, Religious Education and Citizenship. There are very close links with the study of English in terms of grammatical language, expressing opinions and developing arguments, as well as the use of literary texts both at GCSE and at A level. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

### **How can you deepen your understanding of Languages?**

We want to inspire you with a passion for language learning and a greater appreciation of different cultures. In Year 7 students study both French and Spanish on a rotation, drawing on similarities & differences to both English and the other foreign language, reinforcing cross-topic grammar. This exposes students to the experience of learning a language, allowing you to master the basics while experiencing a window on the world. The MFL department offers lots of great opportunities for you to really engage with this fabulous subject. We also offer enrichment for KS3 where you can explore French and Spanish culture further, learn more about the language and be creative with craft projects. For GCSE students, we offer targeted support or further development to help advance your knowledge and understanding.

### **How are you assessed in Modern Foreign Languages?**

Throughout the 5 years Modern Foreign Language course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. At GCSE we study the Pearson Edexcel specification. There are assessment points each year that we term Praising Stars©. For KS3 these are termly and for KS4 these are every half term. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing your performance against these expectations. At GCSE we make predictions informed by our holistic assessment of your progress against the key assessment objectives of the GCSE Pearson Edexcel Specification and your aspirational GCSE targets.

#### **Key Assessment Objectives**

AO1: LISTENING: understand and respond to spoken language.

AO2: SPEAKING: communicate and interact in speech.

AO3: READING: understand and respond to written language.

AO4: WRITING: communicate in writing.

### **How can MFL support your future?**

Of course we offer the study of GCSE and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Languages into GCSE or A level or not you will have accessed this enriching subject and its study will have taught you to think differently and deeply.

Modern Foreign Languages are offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. Linguistics, Law, Politics, Tourism, International Studies, History, English, Philosophy. The very fact that you have been able to study linguistic thinking will help your future application be they for colleges, universities, apprenticeships or employment.

Careers that the study of MFL supports include:

- Translator
- Interpreter
- Teacher in the UK or abroad.
- Lawyer
- Marketing executive
- Diplomatic service officer
- International aid/ development worker
- Tour manager
- International hotel or catering manager
- Media/ advertising
- Logistics
- IT

**CURRICULUM PROGRESSION PATHWAY FOR MODERN FOREIGN LANGUAGES AT OUTWOOD ACADEMY REDCAR**

	<b>YEAR 7 DUAL LANGUAGES</b>	<b>YEAR 8</b>	<b>YEAR 9 DUAL LANGUAGES</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>
<b>Autumn 1</b>	<b>Mastery</b> - Introductions & greetings - Positive and negative adjectives - Introduction to phonics - Months and days of the week - Mastery of grammar (gender of nouns, indefinite articles and adjectival agreement) - Giving opinions	<b>Technology &amp; Social Media</b> - Describing what items of technology you have - Giving opinions on technology - Saying what activities you do with technology - Conjugating the present tense	<b>French - Visiting a Town</b> - Describing cities, what's you can do there and what sites you can visit - Using prepositions to show location of different sites in a town - Forming the conditional tense to express what you would like to a visit <b>Spanish - Visiting a Town</b>	<b>Visiting a Town</b> - Describing cities, what's you can do there and what sites you can visit - Using prepositions to show location of different sites in a town - Forming the conditional tense to express what you would like to a visit - Forming questions to with interrogative pronouns to book	<b>Free Time Activities</b> - Making extended opinions about your favourite hobbies - Communicating in three tenses - Giving opinions on different music, tv programmes and film - Practising buying tickets for the cinema or a concert - Recapping family members, age and birthdays	<b>Customs &amp; Festivals</b> - Describing different types of festivals and how you celebrate them - Communicating in three tenses - Comparing festivals from around the world  <b>Education Post-16</b> - Explaining the advantages and disadvantages of university

			<ul style="list-style-type: none"> <li>- Forming questions to with interrogative pronouns to book tickets or ask for directions</li> <li>- Creating a recount of a recent visit to a city in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>tickets or ask for directions</li> <li>- Creating a recount of a recent visit to a city in the past tense</li> </ul>		<ul style="list-style-type: none"> <li>- Discussing your future plans</li> </ul> <p><b>Jobs &amp; Ambitions</b></p> <ul style="list-style-type: none"> <li>- Learning about different types of jobs</li> <li>- Discussing the pros and cons of different jobs</li> <li>- Studying vocabulary for job interviews or work experience</li> </ul> <p><b>Social Issues</b></p> <ul style="list-style-type: none"> <li>- Describing your diet</li> <li>- Giving extended opinions on food</li> <li>- Expressing views on exercise, smoking, drug and healthy lifestyle advice</li> </ul>
Autumn 2	<p><b>French - School</b></p> <ul style="list-style-type: none"> <li>- Expressing opinions on school subjects with the verb 'to like'</li> <li>- Describing a school using 'there is'</li> <li>- Learning about a typical school set up in France and other French speaking countries</li> </ul>	<p><b>Music &amp; Film</b></p> <ul style="list-style-type: none"> <li>- Expressing opinions about music and film preferences</li> <li>- Studying film or music in the target language</li> <li>- Using demonstrative adjectives</li> <li>- Forming comparative sentences</li> </ul>	<p><b>French - Childhood dreams and career aspirations</b></p> <ul style="list-style-type: none"> <li>- Describing what you wanted to be when you were younger</li> <li>- Forming the imperfect tense</li> <li>- Using adverbs of time</li> </ul> <p><b>Spanish- Childhood dreams and career aspirations</b></p>	<p><b>Childhood dreams and career aspirations</b></p> <ul style="list-style-type: none"> <li>- Describing what you wanted to be when you were younger</li> <li>- Forming the imperfect tense</li> <li>- Using adverbs of time</li> <li>- Expressing your hopes for your future life or career</li> <li>- Forming the future tense</li> </ul>	<p><b>Me, My Family &amp; Friends</b></p> <ul style="list-style-type: none"> <li>- Describing your family and friends' personality and appearance</li> <li>- Identifying the qualities of a good friend or partner</li> <li>- Expressing your opinions on marriage and your future plans</li> </ul> <p><b>House &amp; Home</b></p>	<p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Comparing your past and present lifestyle</li> </ul> <p><b>Social Issues &amp; Global Issues</b></p> <ul style="list-style-type: none"> <li>- Studying different types of charities and charity work</li> <li>- Describing what type of charity work you would like to do</li> <li>- Describing local and global social issues e.g</li> </ul>

			<ul style="list-style-type: none"> <li>- Expressing your hopes for your future life or career</li> <li>- Forming the future tense</li> <li>- Understanding what skills are required for the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding what skills are required for the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Describing your home and the rooms inside</li> <li>- Expressing opinions about your idea home</li> <li>- Explaining what there is and what there isn't in your town</li> </ul>	<ul style="list-style-type: none"> <li>poverty, inequality, the environment</li> <li>- Explaining what solutions you could do to help the global and social issues</li> </ul>
Spring I	<p><b>Spanish - Free time with family</b></p> <ul style="list-style-type: none"> <li>- Describing what you like and don't like to do in your free time</li> <li>- Learning about how Spanish speaking young people spend their free time</li> <li>- Forming extended opinions</li> <li>- Conjugating regular -ar verbs</li> <li>-Using adverbs of time to describe the frequency of free time activities</li> </ul>	<p><b>Holidays &amp; Travel</b></p> <ul style="list-style-type: none"> <li>- Describing where you would like to go on holiday</li> <li>- Talking about transport &amp; accommodation</li> <li>- Using the proper future/conditional tenses</li> <li>- Describing the weather</li> <li>- Using adverbs of time to express frequency</li> </ul>	<p><b>French - Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Describing what type of food you like or don't like</li> <li>- Extending opinions with justifications</li> </ul> <p><b>Spanish - Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Explaining your healthy and unhealthy habits and comparing them to past habits</li> <li>- Forming the imperfect tense</li> <li>- Describing what type of lifestyle you want to have in the future</li> <li>- Forming questions to order food in a restaurant</li> </ul>	<p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Describing what type of food you like or don't like</li> <li>- Extending opinions with justifications</li> <li>- Explaining your healthy and unhealthy habits and comparing them to past habits</li> <li>- Forming the imperfect tense</li> <li>- Describing what type of lifestyle you want to have in the future</li> <li>- Forming questions to order food in a restaurant</li> </ul>	<p><b>Town &amp; Region</b></p> <ul style="list-style-type: none"> <li>- Discussing the difference between the town or the countryside</li> <li>- Conjugating two tenses</li> </ul> <p><b>My Studies</b></p> <ul style="list-style-type: none"> <li>- Recapping numbers and the time</li> <li>- Giving opinion on school subjects</li> <li>- Comparing life at primary school to life now</li> <li>- Explaining what you can do at your school</li> <li>- Discussing your uniform</li> </ul>	<p><b>Revision &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>- Revision and consolidation of all taught content</li> </ul>

<p><b>Spring 2</b></p>	<p><b>French - Free time with friends</b></p> <ul style="list-style-type: none"> <li>- Describing what you like and don't like to do in your free time</li> <li>- Learning about how French speaking young people spend their free time</li> <li>- Forming extended opinions</li> <li>- Conjugating regular -er verbs</li> <li>-Using adverbs of time to describe the frequency of free time activities</li> <li>- Introduction to the near future tense</li> </ul>	<p><b>Holidays &amp; Travel continued</b></p> <ul style="list-style-type: none"> <li>-Forming the past tense to describe a recent holiday</li> <li>- Comparing holiday activities you normally do to what others do</li> <li>- Conjugating irregular verbs</li> <li>- Revisiting the weather and combining it with the past tense</li> </ul>	<p><b>French - Healthy Lifestyle continued</b></p> <ul style="list-style-type: none"> <li>- Using the present tense to describe your daily routine</li> <li>- Using adverbs of time to express frequency</li> <li>- Forming comparative sentences to discuss whether your daily routine is healthy or not</li> <li>- Discuss lifestyle issues that affect countries around the world</li> </ul>	<p><b>Healthy Lifestyle continued</b></p> <ul style="list-style-type: none"> <li>- Using the present tense to describe your daily routine</li> <li>- Using adverbs of time to express frequency</li> <li>- Forming comparative sentences to discuss whether your daily routine is healthy or not</li> <li>- Discuss lifestyle issues that affect countries around the world</li> </ul>	<p><b>Life at School</b></p> <ul style="list-style-type: none"> <li>- Discussing the different problems, stresses or rules at your school</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>- Giving opinion on technology that you use</li> <li>- Discussing the advantages and disadvantages of technology</li> <li>- Debating the impact of social media on everyday life</li> <li>- Communicating in three tenses</li> </ul>	<p><b>Revision &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>- Revision of all key topics and themes</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Spanish - My family life</b></p> <ul style="list-style-type: none"> <li>- Describing who is in your family and what they are like</li> <li>- Conjugating the verb 'to be'</li> <li>- Conjugating the verb 'to have'</li> <li>- Using adjectival agreement</li> <li>- Using possessive adjectives</li> </ul> <p><b>French - A superhero</b></p> <ul style="list-style-type: none"> <li>- Describing a superhero, including their name, age, birthday and power</li> </ul>	<p><b>Celebrating Festivals</b></p> <ul style="list-style-type: none"> <li>- Learning about the different types of festivals around the world</li> <li>- Describing which festival you would like to go to using the conditional tense</li> <li>- Forming the near future tense with the verb 'to go'</li> <li>- Expressing activities you would like to do</li> </ul>	<p><b>Spanish - Social and Global Issues</b></p> <ul style="list-style-type: none"> <li>- Describing the social and global issues in the world currently</li> <li>- Using superlatives to describe the worst and most important social or global issues</li> <li>- Expressing opinions on those issues</li> <li>- Creating and expressing solutions to those issues using the conditional tense</li> </ul>	<p><b>Social and Global Issues</b></p> <ul style="list-style-type: none"> <li>- Describing the social and global issues in the world currently</li> <li>- Using superlatives to describe the worst and most important social or global issues</li> <li>- Expressing opinions on those issues</li> <li>- Creating and expressing solutions to those issues using the conditional tense</li> </ul>	<p><b>Travel &amp; Tourism</b></p> <ul style="list-style-type: none"> <li>- Learning the different countries or areas</li> <li>- Discussing your preferred destination or mode of transport and justifying why</li> <li>- Studying different types of accommodation and issues with service</li> <li>- Describing a past and future holiday</li> </ul>	<p><b>Revision &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>- Revision of all key topics and themes</li> <li>- Examination period begins</li> </ul>

	<ul style="list-style-type: none"> <li>- Conjugating the verb 'to be'</li> <li>- Conjugating the verb 'to have'</li> </ul>					
Summer 2	<p><b>Spanish - School</b></p> <ul style="list-style-type: none"> <li>- Describing a school in a Spanish speaking country</li> <li>- Conjugating 'to be' to express location</li> <li>- Comparing Spanish schools to your own</li> <li>- Negating verbs</li> <li>- Describing timings of the school day</li> <li>- Forming extended opinions</li> </ul>	<p><b>Celebrating family events</b></p> <ul style="list-style-type: none"> <li>- Describing what you do during family events</li> <li>- Explaining when you celebrate events</li> <li>- Forming opinions in the third person to express what someone else likes or dislikes</li> <li>- Using the past tense to describe a recent event that you attended</li> </ul>	<p><b>Revision and Assessments</b></p> <ul style="list-style-type: none"> <li>- Assessments across all four key skills of communication; listening, reading, writing and speaking</li> <li>- Revision and consolidation of all taught content</li> </ul>	<p><b>Revision and Assessments</b></p> <ul style="list-style-type: none"> <li>- Assessments across all four key skills of communication; listening, reading, writing and speaking</li> <li>- Revision and consolidation of all taught content</li> </ul>	<p><b>Revision and Assessments</b></p> <ul style="list-style-type: none"> <li>- Assessments across all four key skills of communication; listening, reading, writing and speaking</li> <li>- Revision and consolidation of all taught content</li> </ul>	