



## MODERN FOREIGN LANGUAGES

### **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 the target language on a wide range of topics such as school, leisure time, family and 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 and 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.
- 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. In KS3, students complete cultural units that could be about an artist, a book, a film or the study of a custom or festival in the target language culture. At GCSE and A Level, 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. The MFL department offers lots of great opportunities for you to really engage with this fabulous subject. The Year 7 French and Spanish Spelling Bee competition offers challenge, fun and the opportunity for you to represent our academy in the finals of this Trust wide competition.

We also offer enrichment for Key Stage 3 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.

For a number of years we have also offered a trip to France and Spain for our Year 7 pupils where you get to put into practice the language you have learnt in school. We have visited the artistic and vibrant city of Barcelona, including a visit to Camp Nou and the fun-packed theme park, PortAventura. We have also visited the coast of Normandy, including the landing beaches and visited a goat farm and sweet factory. So get involved! Become a linguist.

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

Throughout the 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 AQA specification. There are half termly assessment points each year that we term Praising Stars©. 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 AQA 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, and 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 VALLEY**

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p><b>Introduction to the target language. / Free time activities</b></p> <ul style="list-style-type: none"> <li>• Learn the basics – days, months, numbers, and greetings.</li> <li>• Phonics/ pronunciation</li> <li>• How to learn and remember words</li> <li>• Expressing your opinion on free time activities.</li> <li>• Develop phonic skills</li> </ul>	<p><b>Technology in everyday life.</b></p> <ul style="list-style-type: none"> <li>• What items of technology you have + description</li> <li>• Talk about technology and what it is used for.</li> <li>• Talk about the advantages and disadvantages of social media.</li> <li>• Speaking skills – photo card and listening and reading for key information.</li> <li>• Careers in ICT</li> </ul>	<p><b>The target language world</b></p> <ul style="list-style-type: none"> <li>• Intro to target language world (francophonie/ hispania etc.) - location, capitals, geography.</li> <li>• Geography &amp; Environment specific to TL countries.</li> <li>• Social issues in the Fr/ Sp/ Ger speaking world.</li> <li>• Consolidation: rich countries vs poor countries.</li> <li>• Speaking skills - Photo</li> <li>• L&amp;R skills</li> <li>• Writing - translation.</li> </ul>	<p><b>Theme: Identity and Culture.</b></p> <p>Topic: Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Talk about technology and what it is used for.</li> <li>• Give opinions on technology and social media.</li> <li>• Describe the advantages and Disadvantages of social media.</li> <li>• Consider life without technology.</li> <li>• Writing skills – 90 and 150 words and translation.</li> </ul>	<p><b>All themes and Topics.</b></p> <p>Skills focus writing – improving vocabulary and translation skills.</p>

			<b>Customs &amp; festivals</b> 1. Types of festival in TL speaking countries -where, when, features 2. Describe - how they celebrate 3. Giving opinions on festivals 4. Applying knowledge to 4 skills 5. What you would like to visit/ see + why 6. Applying knowledge to 4 skills	<ul style="list-style-type: none"> <li>Speaking skills - conversation / role play / photocard</li> </ul>	
<b>Autumn 2</b>	<b>Me &amp; my family</b> <ul style="list-style-type: none"> <li>Talk about family and pets</li> <li>Describing what family or animals you have including names and ages</li> <li>Use the verb 'to have'.</li> <li>Understand adjective agreements.</li> <li>Develop listening; reading and writing skills</li> </ul>	<b>Holidays.</b> <ul style="list-style-type: none"> <li>Likes + dislikes holidays (destination/ transport/ accommodation)</li> <li>Comparing destination/ transport/ accommodation.</li> <li>Recall near future tense</li> <li>Writing and speaking skills - future tense holidays.</li> <li>Careers in tourism.</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>1. Music quiz - intro to topic - types/ genres + key vocab</li> <li>2. Giving opinions on music - what teenagers around the TL world like &amp; why</li> <li>3. Giving opinions - class survey &amp; personal tastes</li> <li>4. Flexi mop up - consolidating opinions</li> <li>5. Music performances &amp; shows - link to pop idol/ voice type show in TL</li> <li>6. Ways to listen to music – how you prefer to listen to music &amp; why</li> <li>7. Demonstrate writing - Music tastes &amp; experiences</li> <li>8. SRT - flip to speaking</li> <li>9. Profile of a singer from TL country</li> </ul>	<b>Theme: Local, national etc. areas of interest.</b> Topic: Holidays and Travel <ul style="list-style-type: none"> <li>Talk about holiday destinations, transport and accommodation.</li> <li>Use the present, past, imperfect and future tense.</li> <li>Talk about past and ideal holidays.</li> <li>Speaking skills – conversation and photocard.</li> <li>Writing Skills - 90/150 words and translation</li> <li>Speaking skills - conversation / role play / photocard.</li> </ul>	<b>All themes and Topics.</b> Skills focus writing, listening and reading – improving exam technique for all question types.

			<ul style="list-style-type: none"> <li>• 10. Phonics/ song examples - match word sounds link to gap fill listening</li> <li>• 11. Developing extended writing skills – higher level structures/ opinions.</li> <li>• 12. Developing ext.writing skills continued.</li> <li>• 13. Quality writing - a recent live event</li> <li>• 14. Flexi- mop up/ SRT/ cultural.</li> </ul>		
Spring 1	<b>Me &amp; my family - Personal descriptions</b> <ul style="list-style-type: none"> <li>• Describing what people are like - personality.</li> <li>• Describing who you have in your family &amp; what they are like (physical appearance)</li> <li>• Use the verb “to be” in the present tense.</li> <li>• Give extended opinions.</li> <li>• Develop writing skills from memory.</li> </ul>	<b>All about holidays</b> <ul style="list-style-type: none"> <li>• The past tense - (Fr - perfect/ Sp - preterite)</li> <li>• Weather + future plans: If + weather + future verbs</li> <li>• Consolidate all holidays &amp; weather - writing focus.</li> </ul> <b>The past tense</b> <ul style="list-style-type: none"> <li>• The past tense (Fr - perfect/ Sp - preterite) - regular pattern</li> <li>• Careers in languages - translation/ interpretation</li> </ul>	<b>World of work</b> <ul style="list-style-type: none"> <li>• 1. Job adverts - round the world, gap year, holiday jobs, full time jobs - link to why languages are useful.</li> <li>• 2. Company structures &amp; job roles - definitions of what people do</li> <li>• 3. Advantages &amp; disadvantages of jobs</li> <li>• 4. Flexi - mop up/ consolidate</li> <li>• 5. Finding a suitable job - evaluate suitability of different jobs, link to personality traits.</li> <li>• 6. Talking about qualities &amp; experience related to jobs.</li> <li>• 7. Future plans in context - jobs + plans post-16</li> <li>• 8. Forming the proper future tense</li> <li>• 9. Quality writing - future ambitions</li> </ul>	<b>Theme: Current and Future Study and Employment</b> Topic: Education post-16 <ul style="list-style-type: none"> <li>• Listening and reading skills focus.</li> <li>• Talk about plans for future study/ university</li> <li>• Discuss the advantages and disadvantages of university vs travel/ gap year</li> <li>• Writing skills –90 and 150 and translation.</li> <li>• Speaking skills - conversation / role play / photocard</li> </ul>	<b>All themes and Topics.</b> Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation.

			<ul style="list-style-type: none"> <li>10. Quality writing continued.</li> </ul>		
Spring 2	<p><b>Sports &amp; Freetime</b></p> <ul style="list-style-type: none"> <li>Describing what you and others do (Fr) / do &amp; play (Sp)</li> </ul> <p><b>All about me</b></p> <ul style="list-style-type: none"> <li>Describing what you and others are like; what you have: what you and others do (Fr); do &amp; play (Sp)</li> <li>Develop Speaking (production) based on Reading stimulus( receptive)</li> </ul>	<p><b>The past tense continued.</b></p> <ul style="list-style-type: none"> <li>Irregular verbs in the past.</li> </ul> <p><b>A recent visit to town</b></p> <ul style="list-style-type: none"> <li>Using the past tense writing plan - when,where, who, what, opinion.</li> <li>Adverbs of time - past: places in town, activities in town, P+N adjectives</li> </ul> <p><b>Past holiday</b></p> <ul style="list-style-type: none"> <li>Adverbs of time - past. Destinations/ transport/ accommodation, activities.</li> </ul>	<p><b>Healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>Healthy lifestyle: <ul style="list-style-type: none"> <li>1. What is it?</li> <li>2. Do you have one?</li> </ul> </li> <li>Comparing past + present lifestyle: <ul style="list-style-type: none"> <li>3. Food/ sport/ exercise – in context</li> </ul> </li> <li>4. Consolidate - 4 skills</li> <li>The imperfect tense: <ul style="list-style-type: none"> <li>5. Understanding the grammar</li> </ul> </li> <li>6. Practise &amp; consolidate</li> <li>Health issues: <ul style="list-style-type: none"> <li>7. Drugs/ alcohol/ smoking</li> <li>8. Drugs/ alcohol/ smoking continued.</li> </ul> </li> <li>Is it more important to be healthy or good looking?: <ul style="list-style-type: none"> <li>9. Consider body image/ social media/ photoshop</li> <li>10. Healthy or good looking?</li> </ul> </li> <li>11. Quality writing – extended paragraph</li> <li>Higher – incorporate at least 2 tenses (present/ imperfect)</li> <li>12. Quality writing continued</li> </ul>	<p><b>Theme: Current and Future Study and Employment.</b></p> <p>Topic: Jobs and ambitions</p> <ul style="list-style-type: none"> <li>Talk about jobs and their advantages and disadvantages.</li> <li>Talk about future career ambitions.</li> <li>explore the world of work to include how to get a job/ interviews and work experience.</li> <li>Describe current part time work and ways of earning money as a teenager.</li> <li>Writing skills –40 / 90/ 150 words and translation into TL.</li> <li>Speaking skills - role play / photocard.</li> </ul>	Revision of all key topics and skills.

<p>Summer 1</p>	<p><b>Town</b></p> <ul style="list-style-type: none"> <li>• Describing where you go in town and what you do there using “in order to”</li> <li>• Full conjugation to go + to + definite article + in order to + infinitive verb</li> <li>• Fr &amp; Sp Full conjugation to go + infinitive + because + reason. Simple negation (ne .. pas/ no)</li> <li>• Describing what you are going to do in the future and why you are going to do it + simple negation</li> <li>• Develop listening and reading skills and writing from memory.</li> </ul>	<p><b>Revisit &amp; recall unit</b></p> <p><b>Family life.</b></p> <ul style="list-style-type: none"> <li>• Family members, months, numbers, is called/ to have</li> </ul> <p><b>Descriptions - physical/personality</b></p> <ul style="list-style-type: none"> <li>• Colours - Hair &amp; eyes, adjectives - size/ personality, to have/ to be.</li> <li>• What you are like therefore what you prefer/ are going to do/ have done</li> </ul> <p><b>Describing place - school</b></p> <ul style="list-style-type: none"> <li>• Facilities in a school, adjectives P+N</li> <li>• Recycle: Activities at school - infinitives.</li> </ul>	<p><b>Environmental issues</b></p> <ul style="list-style-type: none"> <li>• The environment:</li> <li>• 1. Global issues - intro to environment</li> <li>• 2. Local issues</li> <li>• A campaign - How green is your school?</li> <li>• 3 &amp; 4. Information gathering (TL surveys - possible going around school)</li> <li>• 5&amp;6. Deciding what the main issues are - focus for campaign</li> <li>• 7. Make adverts/ posters/ flyers for campaign - examples reading/ listening to example videos</li> <li>• 8. Make adverts etc. continued - advise/ instruct others to be green in school</li> <li>• Alternative Persuasive Writing focus for Higher ability students.</li> </ul> <p><b>Speaking skills</b></p> <ul style="list-style-type: none"> <li>• Understanding questions &amp; focus on ‘what’s in the photo’ + Focus on questions in 2-3 tenses</li> </ul>	<p><b>Theme 1 and theme 2 revision.</b></p> <p>Topic: Revision</p> <ul style="list-style-type: none"> <li>• Listening and reading skills focus.</li> <li>• Theme 1 - family and relationships / Technology / Free time past and future</li> <li>• Theme 2 - Town / Ideal house.</li> <li>• Speaking skills - Conversation.</li> </ul>	<p><b>External Examinations.</b></p>
<p>Summer 2</p>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Expressing extended opinions on school subjects &amp; teachers.</li> </ul>	<p><b>Describing place - town</b></p> <ul style="list-style-type: none"> <li>• Recycle: Places in town, adjectives P+N, activities in town.</li> </ul>	<p><b>Film</b></p> <p><b>Short film project:</b></p> <ul style="list-style-type: none"> <li>• 1. Focus: Film sound - soundtrack/ sounds/ voices</li> </ul>	<p><b>Theme: All themes.</b></p> <p>Topic: Revision</p> <ul style="list-style-type: none"> <li>• Theme 2 - Holidays present/ favourite/ past</li> </ul>	



	<ul style="list-style-type: none"> <li>Talking about your school day</li> <li>Describing what activities you do at school.</li> </ul> <p><b>L/R/S/W throughout all units</b></p>	<p><b>L/R/S/W throughout all units</b></p>	<ul style="list-style-type: none"> <li>2. Focus: Film image - place/ objects/ characters/ dress/ facial expressions - speculation about what happens next</li> <li>3. Focus: Specific film</li> <li>4. Extended writing in response to film stimulus. e.g. Review/ storyboard flipped to narrative/ speculation on what happens next</li> </ul> <p><b>Longer film project:</b></p> <ul style="list-style-type: none"> <li>1. Pre-watch: history/ geography/ background/ character &amp; filmography study</li> <li>2. Watch the film with activities to work on whilst watching to support post watch analysis</li> <li>3. Post watch: Understanding the film &amp; analysis</li> <li>4. Post watch: extended writing or speaking tasks based on personal response to film</li> </ul> <p><b>GCSE READY</b></p> <ul style="list-style-type: none"> <li>1. GCSE writing tasks - look at what you can already do - focus on following plans for 40/90/150 as appropriate</li> <li>2. Vocab is the key to everything - choose vocab to learn from tricky L&amp;R tasks</li> </ul>	<ul style="list-style-type: none"> <li>Theme 3 - My studies / future plans.</li> <li>Theme 2 - Social Issues.</li> <li>Theme 2 - Global issues.</li> <li>Theme 1 - Customs and Festivals.</li> <li>Speaking skills - Conversation.</li> <li>Writing skills - 90/150 Words.</li> <li>Listening and reading skills</li> </ul>	
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