



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 and relate it back to your own life. Lessons will provide a wide range of opportunities for speaking, listening, reading and writing. You will learn vocabulary and grammar by direct instruction, and then apply your new knowledge to real world applications. You will be challenged to use logic, reasoning and problem solving to identify cognates from unfamiliar words to understand their meaning.

Topical 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 in the target language.

Here at Outwood Academy City, our Sheffield Hallmark Curriculum reflects not only our school community but the local community and society at large. Through a carefully designed curriculum, we encourage our students to be industrious, be innovative and act with integrity. Through this focus, we aim to give our students a rich, memorable experience that will allow them to grow academically and personally.

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
- 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 vocabulary, grammar, reading, writing and oracy. These are essential to the study of all subjects. At GCSE, 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 at GCSE. 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. We celebrate our international students both during the European Day of Languages and International Mother Language Day. 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 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© however pupils in Y7-Y9 only complete summative assessments three times a year. We engage in regular formative assessments in order to monitor how you are learning and we adapt our teaching accordingly. In KS3 (Y7-9), we base assessments on our subject mapping of the age-related expectations across the curriculum, assessing 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.

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 it for colleges, universities, apprenticeships or employment.

Careers that the study of MFL supports include, amongst others:

- 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 CITY

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p>Introduction to Spanish</p> <ul style="list-style-type: none"> • Learning the basics – greetings, numbers, days of the week and months. • Introduction to Spanish phonics – vowels and high frequency SSCs (sound-spelling correspondence) <p>Free time activities</p> <ul style="list-style-type: none"> • Introduction to gender in language (masculine and feminine nouns) • Adjectival agreement • Giving opinions and reasons about free time activities. 	<p>Revision Unit</p> <ul style="list-style-type: none"> • Revision of basic vocabulary from Year 7 • Revision of core SSCs (sound-spelling correspondence) • Revision of essential grammar – masculine and feminine nouns, adjectival agreement, regular present tense <p>Technology in everyday life</p> <ul style="list-style-type: none"> • Items of technology with the verbs tener (to have) • What different items of technology can be used for 	<p>Retrieval and Interleaved Practice</p> <ul style="list-style-type: none"> • Recall of key grammar concepts (present, past, immediate future and conditional) • Extended writing strategies and practice <p>Exams and post-16 plans</p> <ul style="list-style-type: none"> • Revision of justified opinions about subjects and describing places in school. • Introduction to exam vocabulary – a focus on false friends 	<p>Module 1 – Free Time</p> <ul style="list-style-type: none"> • How you use technology in your free time and revision of present tense • Giving opinions about different free time activities • Arranging to go out and revision of the near future tense. • Talking about past experiences using the preterite (past) tense 	<p>Final topic-based study</p> <ul style="list-style-type: none"> • Customs and festivals • Future plans for study and the world of work • Healthy lifestyle <p>All skills practised on each topic (listening / reading / writing / speaking)</p>

	<ul style="list-style-type: none"> Regular present tense for verbs ending in -ar 	<ul style="list-style-type: none"> The advantages and disadvantages of technology and social media. 	<ul style="list-style-type: none"> Linking exam results with post-16 plans – how to form the future tense. 		
Autumn 2	My family and I <ul style="list-style-type: none"> Talking about family member and pets – names, ages and descriptions Agreeing adjectives Present tense full conjugation of the verb ‘to have’ Indefinite article ‘a’ Regular present tense for verbs ending in -ar Present tense of the irregular verb ‘to have’ 	Technology continued <ul style="list-style-type: none"> Using the future tense to talk about how you are going to use technology and social networks. Music and arranging to go out <ul style="list-style-type: none"> Giving justified opinions about genres of music. Order and agreement of adjectives. Introduction to role play – arranging to go to a concert / cinema / festival 	The world of work <ul style="list-style-type: none"> Job titles-focus on revisiting masculine and feminine nouns Job locations Advantages and disadvantages of jobs-focus on positive and negative adjectives/adjective agreements Describing your ideal job using the conditional tenses 	Module 2 – Travelling <ul style="list-style-type: none"> Expressing opinions about different activities on holiday Comparing different modes of transport Talking about different festivals in the Spanish-speaking world Using the past time frame to describe past experiences Organising different types of accommodation and the imperfect tense. 	Revision of all themes and topics. <ul style="list-style-type: none"> Development of all four skills – understanding/developing/improving exam techniques for all question types across the different skills. Mock exams in L/R/W Speaking practice on all themes
Spring 1	Describing people <ul style="list-style-type: none"> The verb ‘to be’ (ser) to describe appearance and personality The verb ‘to be’ (estar) to describe emotions Singular vs plural nouns and adjectival agreement Describing people and giving your opinions 	Holidays <ul style="list-style-type: none"> Introduction to the formation of the regular preterite (past) tense Talking about different destinations and modes of transport Consolidation and extension of past tense. 	The environment <ul style="list-style-type: none"> Environmental problems, causes and revision of places. Exploring ways to help the environment and reduce our carbon footprint Using the present tense to explain what we do to help the environment Using the future tense to explain what we are 	Module 3 – My relationships <ul style="list-style-type: none"> Describing people’s personality and appearance. Talking about who you admire and why Saying who you get on well and poorly with using reflexive verbs Giving advice using modal verbs. 	Revision of all themes and topics. <ul style="list-style-type: none"> Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation. Speaking mock exam

			<p>going do to help the environment</p> <ul style="list-style-type: none"> Using the preterite (past) tense to explain what we did recently to help the environment 		
Spring 2	<p>Sports</p> <ul style="list-style-type: none"> Irregular verb 'to play' in the present tense – ball sports Irregular verb 'to do' in the present tense – non-ball sports Use of 'a'+ definite article after the verb 'jugar' Building detail into writing such as when, where, who with and why 	<p>Holidays continued</p> <ul style="list-style-type: none"> Consolidation and extension of the preterite tense including irregular verbs Describing the weather, accommodation, transport and activities Giving details descriptions and opinions in the past tense. 	<p>The environment continued</p> <ul style="list-style-type: none"> Revision of core vocabulary and verbs from the topic Introduction to read-aloud and photo description <p>My lifestyle and health</p> <ul style="list-style-type: none"> Revision of food and drink vocabulary in relation to healthy diet and revision of past tense. 	<p>Module 4 - My lifestyle</p> <ul style="list-style-type: none"> Exploring different dishes and diets around the world Describing daily routines using reflexive verbs Comparing current habits to the past using the imperfect and present tenses Talking about illness and remedies – role play skills Expressing ideas about future plans for health and wellbeing 	<p>Revision of all key topics linked to the development and improvement of listening, reading and writing skills.</p> <ul style="list-style-type: none"> Mock exams in L/R/W
Summer 1	<p>My city</p> <ul style="list-style-type: none"> Places in my city and descriptions Present tense conjugation of the irregular verb 'ir' (to go) 'Para'+ infinitive (in order to) construction to express purpose <p>Future plans in my city</p> <ul style="list-style-type: none"> Near future tense using the verb 'ir' (to go) Simple negation (no) 	<p>Celebrations and festivals</p> <ul style="list-style-type: none"> Learning about different festivals in the Spanish speaking world. Different activities at festivals and descriptions The passive voice Introduction to the conditional tense to describe what festivals you would / wouldn't like to participate in 	<p>My lifestyle and health continued</p> <ul style="list-style-type: none"> Sports and physical activities – revision and extension of quality justified opinions Unhealthy habits (smoking, alcohol and drugs) and revision of future and conditional tenses 	<p>Module 5 – School</p> <ul style="list-style-type: none"> Exploring different education systems and making comparisons Describing a typical day in school using the present tense Revision of school subjects and impersonal verbs Using the conditional tense to describe your ideal school 	<p>Final speaking exams</p> <p>Revision on all themes and topics</p>

<p>Summer 2</p>	<p>My school life</p> <ul style="list-style-type: none"> ● Giving opinions about school subjects ● Describing facilities at school and what you can do there ● Revision of regular present tense – inclusion of verbs ending in -er and -ir 	<p>Celebrations and festivals continued</p> <ul style="list-style-type: none"> ● Using the present tense to describe how you celebrate events at home including giving different people's opinions. ● Learning about different festivals in the Spanish speaking world. ● An account of a past visit to a festival 	<p>Media and free time</p> <ul style="list-style-type: none"> ● Expressing views on types of music and adjectival order / agreement ● Describing types of television programs and giving opinions about plural nouns ● Reviewing types of films and arranging to go to the cinema – transactional language and role play 	<p>Module 5 – School continued</p> <ul style="list-style-type: none"> ● Describing people at school and your relationships with them ● Talking about past school trips using the past time frame ● Introduction / consolidation of different speaking tasks – role play, picture card, read aloud and conversation 	<p>NA</p>
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