



## 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 the target language 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!

At GCSE we study the Edexcel (Y10) and AQA (Y11) detail specifications.

*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.
- 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 years 7 and 8, students complete a cultural unit 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?**

The MFL department offers lots of great opportunities for you to really engage with this fabulous subject. We have many exciting opportunities to enrich your linguist experiences. There are regular trips abroad where you immerse yourself in the cultural life of the language or languages you study. Past visits have included trips to Brussels, where you can visit a chocolate factory and see the headquarters of the European Parliament. Also, we visit the beautiful capital city of Paris, where we spend a week practising our French, sampling French food specialties, enjoying the views of the city from atop the Eiffel Tower, appreciating the splendid artworks in the Musée du Louvre and the Musée d'Orsay as well as the thrills of Parc Disneyland. For our Spanish students, Barcelona is a city that invites you to sample the local delicacies in a tapas restaurant, the amazing artworks of Dali, Miró and Picasso, the bustling streets around Las Ramblas in the heart of the city as well as a grand tour of the Camp Nou stadium, home of FC. Barcelona. Fun times are also had at the aquarium and the beach, with excursions to the town of Figueres, Lloret de Mar to Waterworld and Port Aventura theme park. Additionally, shorter trips have been to Lille for their Christmas markets and even to Manchester markets in December as a reward trip.

In school, we always aim to support charities and in September, students raise money for Macmillan Cancer Support through our annual coffee morning - held in either French or Spanish. Students are waiters and serve whilst practising their French/Spanish for this wonderful cause.

In order to inform students of the pathways that are available post GCSE, visitors from Routes into Languages as well as local Sixth-form colleges have come into school to deliver bespoke packages and students are also able to visit the MFL departments on trips to these establishments.

Other enrichment opportunities have included the possibility of learning GCSE French/ Spanish as an extra qualification after school, which has been very successful. Furthermore, Portuguese beginners' lessons for our keen linguists have been held and supported by native speaking students. Display boards around the department show the wealth of different languages spoken within school - by both staff and students - who have prepared a display of key greetings in languages from Polish to Hungarian.

Future plans hope to include the school's participation in the annual Spelling Bee with schools across OGAT, as well as beginners' enrichment lessons in German.

Get involved! Become a linguist.

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

Throughout the 5 year 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. There are 6 assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the MFL curriculum.

#### **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 links to local colleges where A-Level languages are taught are strong; we offer transition lessons and taster opportunities where you can visit and experience what the MFL departments have to offer 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 gained access to 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 it 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
- Public services such as police, nursing etc.

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

	<b>YEAR 7 French (1st year)</b>	<b>YEAR 8 French (2nd year)</b>	<b>YEAR 9 French (3rd year) / Spanish (2nd year)</b>	<b>YEAR 10 Spanish (4th year)</b>	<b>YEAR 11 French (5th year) / Spanish (3rd year)</b>
<b>Autumn I</b>	<p><b>Introduction to the target language:</b></p> <ul style="list-style-type: none"> <li>● Cognates</li> <li>● High-frequency words</li> <li>● Phonics/ pronunciation</li> <li>● Memory techniques</li> <li>● Greetings/names</li> </ul> <p><b>Introduction to Free Time unit:</b></p> <ul style="list-style-type: none"> <li>● Opinions</li> <li>● Articles</li> <li>● Gender M/F</li> <li>● Using negatives</li> <li>● Infinitive verbs - regular</li> </ul>	<p><b>Basics and Personal Information recall:</b></p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Numbers</li> <li>● Personal Details</li> </ul> <p><b>Technology &amp; Social Media:</b></p> <ul style="list-style-type: none"> <li>● Types of technology/social media</li> <li>● Possessives</li> <li>● Activities using technology</li> <li>● Comparing technology and saying what you prefer</li> <li>● Negative expressions</li> </ul>	<p><b>French:</b></p> <p><b>Welcome to a French Speaking City:</b></p> <ul style="list-style-type: none"> <li>● Key sites</li> <li>● What you can see and do there</li> <li>● Prepositions</li> <li>● Describing locations</li> <li>● Conditional Tense/what you would like to visit</li> <li>● Past Tense revision</li> <li>● Describing a past trip</li> </ul> <p><b>Spanish:</b></p> <p><b>Holidays:</b></p>	<p><b>Theme 1: My Personal World.</b></p> <ul style="list-style-type: none"> <li>● Spanish sports stars</li> </ul> <p><b>Theme 4: Media and Technology.</b></p> <ul style="list-style-type: none"> <li>● Life Online</li> </ul> <p><b>Theme 1: My Personal World.</b></p> <ul style="list-style-type: none"> <li>● Sport and Free Time</li> <li>● Going out</li> <li>● Activities last weekend</li> <li>● Bad Day/future improvements</li> <li>● Assessment/SRT</li> </ul> <p><b>Theme 6: Travel and Tourism.</b></p> <ul style="list-style-type: none"> <li>● Conditional - holidays</li> </ul>	<p><b>Theme 1: Identity and Culture. Customs and Festivals.</b></p> <ul style="list-style-type: none"> <li>● Festivals</li> <li>● Comparing festivals around the world</li> <li>● Celebrations at home</li> </ul> <p><b>Theme 3: Current &amp; Future Study &amp; Employment. Jobs and Ambitions.</b></p> <ul style="list-style-type: none"> <li>● Jobs and Careers</li> <li>● Places of work</li> <li>● Future plans</li> </ul>

	<ul style="list-style-type: none"> <li>● Present Tense verbs</li> <li>● Extended opinions</li> <li>● Positive and negative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of present tense verbs</li> <li>● Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Holiday destinations/tourist sites</li> <li>● Travel</li> <li>● Past Tense - regular/irregular verbs</li> <li>● Past tense holiday activities</li> <li>● Weather</li> </ul>		<ul style="list-style-type: none"> <li>● Advantages and disadvantages of careers</li> <li>● Interviews</li> <li>● Work Experience</li> </ul> <p><b>Theme 2: Local, national etc. areas of interest.</b></p> <p><b>Social Issues.</b></p> <ul style="list-style-type: none"> <li>● Diet</li> <li>● Healthy lifestyle</li> <li>● Smoking/drugs/alcohol</li> </ul>
<b>Autumn 2</b>	<p><b>Free time:</b></p> <ul style="list-style-type: none"> <li>● skills consolidation</li> </ul> <p><b>Me and My Family:</b></p> <ul style="list-style-type: none"> <li>● Pets</li> <li>● Numbers</li> <li>● Family</li> <li>● Names and ages</li> <li>● Irregular verb 'to have'</li> <li>● Family and free time</li> </ul>	<p><b>Technology (cont.):</b></p> <ul style="list-style-type: none"> <li>● Comparatives</li> <li>● Future uses of technology</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>● Music genres</li> <li>● Preferences and opinions</li> <li>● Study of a French singer/genre</li> </ul>	<p><b>French:</b></p> <p><b>City Visit (cont.):</b></p> <ul style="list-style-type: none"> <li>● Past tense</li> <li>● Past tense visit to a city</li> <li>● Buying tickets</li> <li>● Forming questions</li> <li>● Directions</li> </ul> <p><b>Spanish:</b></p> <p><b>Holidays (cont.):</b></p> <ul style="list-style-type: none"> <li>● L/R about past holidays</li> <li>● S/W about past holidays</li> </ul>	<p><b>Theme 6: Travel and Tourism.</b></p> <ul style="list-style-type: none"> <li>● Transport</li> <li>● Festivals</li> <li>● Past holiday</li> <li>● Accommodation</li> <li>● Holidays using different tenses</li> <li>● Assessment/SRT</li> </ul>	<p><b>Mock Examinations.</b></p> <p><b>Theme 2: Local, national etc. areas of interest.</b></p> <p><b>Social Issues.</b></p> <ul style="list-style-type: none"> <li>● Charity and voluntary work</li> <li>● Environment</li> <li>● Global issues (poverty/homelessness/inequality)</li> </ul>



	<ul style="list-style-type: none"> <li>● Indefinite/definite article</li> <li>● Cultural awareness of Christmas traditions</li> </ul>		<b>Careers:</b> <ul style="list-style-type: none"> <li>● School preferences</li> <li>● Future plans and studies</li> <li>● Conditional and future Tenses</li> <li>● Skills for the work of work</li> <li>● Understanding job adverts</li> </ul>		<b>All themes &amp; Topics</b> Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation. <b>Speaking Preparation.</b> <ul style="list-style-type: none"> <li>● Roleplay</li> <li>● Photocard</li> <li>● General Conversation</li> </ul>
<b>Spring I</b>	<b>Me and My Family:</b> <ul style="list-style-type: none"> <li>● Develop Listening &amp; Reading skills / Speaking and Writing skills</li> </ul> <b>Personal descriptions:</b> <ul style="list-style-type: none"> <li>● Describe people physically/ personality/mood</li> <li>● Use of 'to be' and 'to have'.</li> </ul>	<b>Music Event:</b> <ul style="list-style-type: none"> <li>● Question words</li> <li>● Arranging a date with a friend</li> <li>● Buying tickets</li> </ul> <b>Holidays:</b> <ul style="list-style-type: none"> <li>● Adverbs of time</li> <li>● Past tense with avoir</li> <li>● Holiday destinations using the verb 'to go'</li> <li>● Travel</li> <li>● Holiday accommodation</li> </ul>	<b>French:</b> <b>My Plans and Dreams:</b> <ul style="list-style-type: none"> <li>● School preferences</li> <li>● Future plans and studies</li> <li>● Future Tense</li> <li>● Jobs and future study</li> <li>● Imperfect Tense</li> </ul> <b>Spanish:</b> <b>Careers (Cont):</b> <ul style="list-style-type: none"> <li>● Linking job adverts to careers</li> <li>● The usefulness of languages in the world of work</li> </ul>	<b>Theme I: My Personal World.</b> <ul style="list-style-type: none"> <li>● Reading about family information</li> <li>● Describing others</li> <li>● Who do you admire</li> <li>● Friends and relationships</li> <li>● Personal identity</li> <li>● Problems and advice</li> <li>● Assessment/SRT</li> </ul>	<b>All themes &amp; Topics</b> Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation. <b>Speaking Preparation.</b> <ul style="list-style-type: none"> <li>● Roleplay</li> <li>● Photocard</li> <li>● General Conversation</li> </ul> <b>Speaking Mock Examinations.</b>



	<ul style="list-style-type: none"> <li>• Understand adjective agreements.</li> <li>• Plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday activities in the past tense</li> </ul>	<b>Festivals:</b> <ul style="list-style-type: none"> <li>• Festivals in Spanish speaking countries</li> <li>• Festival activities</li> <li>• Passive Voice</li> <li>• Reading skills about festivals</li> <li>• Future/Conditional plans for festivals</li> </ul>		<b>All Themes &amp; Topics</b> Skills focus listening & reading – improving exam technique for all question types. Skills focus writing flipped to speaking. <b>Revision of:</b> <ul style="list-style-type: none"> <li>• T1 Leisure</li> <li>• T1 Technology</li> <li>• T2 Home Town/House</li> <li>• T2 Travel and Tourism</li> <li>• T3 My Studies</li> <li>• T3 Life at School</li> </ul>
<b>Spring 2</b>	<b>Sports and Free Time:</b> <ul style="list-style-type: none"> <li>• Verbs 'to do' and 'to play'</li> <li>• Partitive article - de</li> <li>• Prepositional phrase - jouer au...</li> <li>• Adverbs of time</li> </ul>	<b>Holidays (cont.):</b> <ul style="list-style-type: none"> <li>• Past tense with être.</li> <li>• Holiday accomodation</li> <li>• Regular/Irregulars past verbs</li> <li>• Describing a past holiday</li> </ul>	<b>French: My Plans and Dreams (cont.):</b> <ul style="list-style-type: none"> <li>• Talking about what you used to want to be/do</li> <li>• How to make money/achieve goals</li> <li>• Hopes for the future/ambitions</li> </ul>	<b>Theme 2: Lifestyle and Wellbeing.</b> <ul style="list-style-type: none"> <li>• Typical Spanish food</li> <li>• Describing healthy routines</li> <li>• Mealtimes</li> <li>• Old and new habits</li> <li>• Illness and injury</li> <li>• Future and improved health</li> </ul>	<b>Revision of all key topics and skills:</b> <ul style="list-style-type: none"> <li>• Themes 1/2/3 in LRW.</li> </ul> <b>2nd Mock Examinations.</b> <b>Speaking Revision.</b> <ul style="list-style-type: none"> <li>• Roleplay</li> <li>• Photocard</li> </ul>

	<ul style="list-style-type: none"> <li>Development of writing skills</li> </ul>		<p><b>Spanish:</b></p> <p><b>Festivals (Cont.):</b></p> <ul style="list-style-type: none"> <li>Development of 4 skills about future festival plans</li> <li>Past festivals/celebrations</li> <li>Preterite tense - regular /irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/SRT</li> </ul>	<ul style="list-style-type: none"> <li>General Conversation</li> </ul>
<b>Summer I</b>	<p><b>Town:</b></p> <ul style="list-style-type: none"> <li>What there is</li> <li>What you do in town</li> <li>Verb 'to go'</li> <li>Use of 'pour' with infinitives</li> <li>What you are going to do in the future</li> </ul>	<p><b>Festivals and Celebrations:</b></p> <ul style="list-style-type: none"> <li>Typical French speaking celebrations</li> <li>Connected activities at a celebration</li> <li>Describing events</li> <li>Future adverbs of time</li> <li>Conditional tense - saying what you will and would like to do there</li> <li>Giving reasons for choices in different tenses.</li> </ul>	<p><b>French:</b></p> <p><b>Healthy Lifestyle:</b></p> <ul style="list-style-type: none"> <li>Food and drink</li> <li>Opinions and reasons for food preferences</li> <li>Partitive articles</li> <li>Healthy/unhealthy lifestyles</li> <li>Comparing past lifestyles to current/future</li> </ul> <p><b>Spanish:</b></p> <p><b>Healthy Lifestyle:</b></p> <ul style="list-style-type: none"> <li>Food and opinions</li> <li>Impersonal Verbs</li> <li>Stem changing verbs</li> <li>Discussing a healthy diet / lifestyle</li> </ul>	<p><b>Theme 5: Studying and My Future.</b></p> <ul style="list-style-type: none"> <li>Schools in Spain</li> <li>School day</li> <li>Opinions on subjects</li> <li>School rules</li> <li>Changes to my school</li> </ul>	<p><b>Final Speaking Preparation.</b></p> <ul style="list-style-type: none"> <li>Roleplay</li> <li>Photocard</li> <li>General Conversation</li> </ul> <p><b>External Examinations:</b> Speaking. 1st April - 16th May 2025</p> <p><b>Revision of all key topics and skills:</b> Themes 1/2/3 in LRW.</p> <p><b>French External Examinations.</b></p>

					Listening and Reading. 21st May AM
<b>Summer 2</b>	<b>Schools around the world.</b> <ul style="list-style-type: none"> <li>• Talk about school subjects/teachers.</li> <li>• Give extended opinions</li> <li>• Describe the school day</li> <li>• Telling the time</li> <li>• Use the regular present tense for activities at school</li> <li>• Days of the week</li> </ul>	<b>Birthdays and Christmas/Eid:</b> <ul style="list-style-type: none"> <li>• Describing what you typically do during Christmas/birthdays/Eid</li> <li>• Giving positive and negative opinions using key adjectives</li> <li>• Describing a past celebration</li> </ul>	<b>French:</b> <b>Daily routine:</b> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Adverbs of time</li> <li>• Reflexive verbs</li> <li>• Understanding routines and lifestyles of others</li> <li>• Daily routine using 3 tenses</li> <li>• Transactional language unit</li> </ul> <b>Spanish:</b> <b>Healthy Lifestyle (cont.):</b> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Reflexive verbs</li> <li>• Understanding routines and lifestyles of others</li> <li>• Transactional language unit</li> </ul>	<b>Theme 5: Studying and My Future.</b> <ul style="list-style-type: none"> <li>• Students and teachers</li> <li>• Revision and Mock Examinations</li> <li>• Past school trip</li> <li>• Transport/activities</li> <li>• Development of Speaking skills - (Read Aloud/Roleplay/Picture Task/General Conversation)</li> </ul>	<b>French External Examinations.</b> Writing. 5th June 2024 PM  <b>Spanish External Examinations:</b> Listening and Reading. 10th June AM  Writing 17th June 2024 AM