

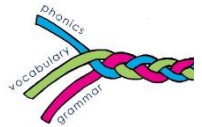
Key Stage 3 Curriculum Overview – MFL

Curriculum Intent

Our aim is to deliver a rich and inspiring curriculum which gives every student the opportunity to understand and communicate in a foreign language.

Through the 3 pillars of progression: phonics, vocabulary and grammar, students will gain a strong phonetic and grammatical knowledge. That enables them to understand the structure of the language and converse confidently providing a reinforcement of many literacy skills from their first language.

Students are able to work not only with individual items of vocabulary but they also learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of situations.



In general, across KS3, this means:

Phonics – paced, explicit teaching of new sound-symbol correspondences, followed by integrated revisiting and consolidation throughout KS3

Vocabulary – teaching of ten new words, on average, per week in sets of words from different parts of speech, including the most common verbs, and selected on the basis of word frequency and additionally informed by scrutiny of the awarding body vocabulary lists.

Grammar – no more than one new grammatical function every two weeks.

In addition to their linguistic development, students also gain an insight into other cultures and ways of life, thus broadening their global awareness.

We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, provide hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

It is our hope and intention that these indispensable skills will provide a strong foundation and ignite a passion and love of languages in students, subsequently leading to the widest range of pathways on a global scale.

Term	Year 7	Year 8
Autumn term 1	<p>Title of unit: <u>Identity: Self and Others</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Greetings • Describing a person • Saying what people have • Describing what people have • Describing a friend 	<p>Title of unit: <u>Jobs, Celebrations and Everyday activities</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Asking how to say and write new words in French • Distinguishing between being and having • Talking about jobs • Talking about what, when, where and why you celebrate • Talking about how people celebrate • What happens and doesn't happen
Evidence of learning	<p>Use of essential verbs in 1st, 2nd, 3rd persons singular</p> <ul style="list-style-type: none"> ➤ To be, being - ÊTRE (c'est) ➤ To have, having - AVOIR ➤ To do, doing – FAIRE <p>Understand adjective agreement (as complement to verb)</p> <p>Use of indefinite, singular articles and gender</p> <p>Use of definite articles (le, la, l', les)</p>	<p>Understand that plural subject pronouns il(s)/elle(s) are used to refer to 'it'/'they'</p> <p>Asking questions with raised intonation</p> <p>Asking questions using inversion</p> <p>Using the construction: <i>est-ce que</i> to ask questions</p> <p>Understand how to use articles when talking about professions</p> <p>Understand feminine adjective agreement rules -x → -se</p>

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	<p>Use of regular plural nouns Asking Yes/No questions with raised intonation Understand how to feminise job titles Understand that subject pronouns il/elle can also mean 'it'</p>	<p>Understand feminine noun formation rule -eur → -rice Know and apply the construction rule for numbers 13-31 Understand the pronoun 'on' with impersonal meaning 'people, you, one' Know and apply the construction rule for dates Understand the possessive adjectives (son, sa, ses, notre, nos)</p>
<p>Links to prior learning</p>	<p>Understanding what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.</p>	<p>Revisiting the sounds: en/an, im /in, on, e, a, ain/in and Year 7 Sound Spelling Correspondence Developing a verb lexicon using variety of verbs Deepening vocabulary and grammar knowledge Understanding of how to use masculine, feminine and plural adjectives Knowledge of singular and plural pronouns Understanding different ways of asking questions Using numbers 1-13 Understanding of definite and indefinite articles</p>
<p>Links to future learning</p>	<p>Developing understanding of the use of -ER regular verbs Using different personal pronouns in a variety of contexts Understanding the difference between definite and indefinite articles Awareness of grammatical gender of nouns Asking intonation questions</p>	<p>We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem). Essential verbs are revisited in new contexts (ÊTRE, AVOIR) Number construction 13-31</p>
<p>Autumn term 2</p>	<p>Title of unit: <u>Activities at home, in class, on trips and on holidays</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Talking about doing and making things • Talking about what people do and like doing • Talking about actions to others • Talking about a person we admire • Talking about activities with others (at home, on a school exchange) • Talking about favourite things • Talking about activities in the holidays 	<p>Title of unit: <u>Free time and Past activities</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Talking about what you do in your free time and where you do it • Talking about parts and wholes
<p>Evidence of learning</p>	<p>Use FAIRE to mean 'go' Use -ER verbs used with simple present and present continuous meaning with 1st, 2nd, 3rd persons singular, 1st and 3rd persons plural Understand that preposition à with certain verbs means at /to</p>	<p>Understand and distinguish between the present tense and the past perfect tense Understand how to form past participles Asking intonation questions with question words (present tense vs past perfect)</p>

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	Recognise intonation questions Use of two-verb structures with <i>aimer</i>	Asking intonation and est-ce que questions (present vs past perfect) using pronouns: je, tu, il/elle Use of negation: ne...pas de in the present and past perfect tense
Links to prior learning	Use of essential verbs in 1 st , 2 nd , 3 rd persons singular Use of indefinite, singular articles and gender Use of definite articles Use of plural nouns Asking Yes/No questions with raised intonation	Building the verb lexicon Using the present tense Regular revisiting of Y7 vocabulary for consolidation Consolidation of question words and question formation Revisiting the sounds: eu, eau/au
Links to future learning	Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) Plural nouns and adjectives	Using plural pronouns Asking questions related to feminine and masculine nouns Using the present tense to compare it with the past perfect tense Using negation in the past perfect tense Asking questions related to past events
Careers links	Writer / Author: Mymi Doinet	The career as an astronaut: exploiting text from a French scientific website talking about famous French astronaut.
Protected characteristics	Poem by Mymi Doinet: Seven magic colours: linking colours and different countries / continents	Article from <i>franceinter.fr</i> talking about the astronaut Thomas Pesquet who is spending Christmas in space
Spring term 1	Title of unit: <u>Family, Family life, Everyday situations</u> By the end of the unit, students will have learned: <ul style="list-style-type: none"> Saying how many there are (numbers) Describing people (family) Saying what people have Saying what people do (sports) Talking about what belongs to you and what belongs to someone else 	Title of unit: <u>Everyday life</u> By the end of the unit, students will have learned: <ul style="list-style-type: none"> Talking about nouns you can't count What is it like? Saying what you do or did in a typical day Talking about what groups of people do Formal and informal situations: Talking to people you do and don't know
Evidence of learning	Use of Il y a to mean there is / there are Use of plural indefinite article 'des' Use of plural adjective agreement Use of possessive adjectives (mon, ma, mes, ton, ta, tes) Use essential verbs (1 st , 2 nd , 3 rd persons plural) To be, being – ÊTRE To have, having – AVOIR	Understand how to use partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities Understand how to use partitive article de/d' in the negative and with expressions of quantity Understand word order when using adverbs in a sentence Understand the use of sans + infinitive Understand that vous is used as formal 'you' as well as plural 'you'

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	To do, doing – FAIRE	Use the pronoun on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'
Links to prior learning	Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) Plural nouns and adjectives	Word order in sentences Infinitives Adverbs Singular and plural pronouns Articles Negatives
Links to future learning	Revisiting essential verbs in new contexts (ALLER) Revisiting question words Developing the verb lexicon with -ER verbs Deepening vocabulary and grammar knowledge	Building the verb lexicon Regular revisiting of Y7 vocabulary for consolidation Deepening vocabulary and grammar knowledge
Spring term 2	<p>Title of unit: <u>Places to go: in town, on holiday, in the world</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Saying where people go (places) • Saying where people go (countries) • Asking questions • Using question words • Talking about yourself, to and about someone else 	<p>Title of unit: <u>School life and Planning a trip</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing things • Talking about what you can, must, will and want to do
Evidence of learning	<p>Understand how to form the present tense of -ER verbs</p> <p>Use essential verbs (1st, 2nd, 3rd persons singular and plural)</p> <p>To go, going – ALLER</p> <p>Use of à – (au / à la / à l' / aux) meaning 'to'</p> <p>Understand the meaning of à - 'to' and 'in' with towns and cities</p> <p>Understand the meaning of en - 'to' and 'in' with countries (f)</p> <p>Understand when to use chez</p> <p>Ask intonation questions with question words</p>	<p>Developing understanding of how to use the present tense when referring to future meaning</p> <p>Using specific verbs:</p> <ul style="list-style-type: none"> ➤ sortir (present) (nous, vous, ils/elles) ➤ venir (present) (nous, vous, ils/elles) <p>Understand how to use of definite article with days of the week to express habitual actions</p> <p>Understand plural noun formation rules -au/-eu → -aux/-eux and -al → -aux</p> <p>Developing understanding of plural adjective formation rules no change with -s or -x and -al → -aux</p> <p>Positioning of multiple adjectives in a sentence</p> <p>Adverb placement in two-verb structures</p>

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Links to prior learning	Revisiting essential verbs in new contexts (ALLER) Use of question words Developing the verb lexicon (-ER verbs)	Revisiting adverbs Revisiting adjectives Plural nouns Definite and indefinite articles Present tense formation Past tense formation All new SSCs learned in Y8 so far
Links to future learning	Revisiting essential verbs in new contexts (ALLER) Variety of ways to ask questions	Regular revisiting of Y7 vocabulary for consolidation Y8 vocabulary revisited throughout in different contexts Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.
Protected characteristics	Anti-war poem <i>Familiare</i> by Jacques Prévert: understanding an authentic text, understanding the poet and his values.	Use of formal and informal language when addressing people Reading and analysing a text about routines
Summer term 1	Title of unit: <u>Everyday life: in school and out of school</u> By the end of the unit, students will have learned: <ul style="list-style-type: none"> • Asking questions • Using question words • Saying that people do not do something • Describing things and people 	Title of unit: <u>Comparing things and experiences, Communicating in other languages</u> By the end of the unit, students will have learned: <ul style="list-style-type: none"> • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages
Evidence of learning	Understand how to ask subject-verb inversion questions Use of ne...pas negation Know when to use adjectives in front of the noun Use essential irregular –RE/-IR verbs in 1 st , 2 nd , 3 rd persons singular – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR	Show understanding of feminine adjective agreement rules -l → -lle and -n → -nne Start using comparative forms of adjectives and adverbs Using regular and irregular verbs with a specific focus on: prendre (present) (nous, vous, ils/elles) entendre (present) (je, tu, il/elle) lire (present) (je, tu, il/elle) écrire (present) (je, tu, il/elle)
Links to prior learning	Revisiting essential verbs in new contexts (ALLER) Question words Deepening vocabulary and grammar knowledge	Regular revisiting of Y7 vocabulary for consolidation Y8 vocabulary revisited throughout in different contexts Revisiting Year 7 and 8 sounds
Links to future learning	Developing a verb lexicon using regular and irregular verbs Developing the use of modal verbs, including with negation	Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts

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<p>Summer term 2</p>	<p>Title of unit: <u>Making plans: Weekend plans, Holiday plans, future intentions</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Asking questions • Expressing future intentions • Saying what you <i>want to, can</i> and <i>must</i> do • Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do • Saying what you <i>know how</i> to do 	<p>Title of unit: <u>Environment and Past Events</u></p> <p>By the end of the unit, students will have learned:</p> <ul style="list-style-type: none"> • Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done
<p>Evidence of learning</p>	<p>Use of ALLER + infinitive to express future intentions Use modal verbs - VOULOIR, POUVOIR and DEVOIR Use modal verbs in the negative Use subject-verb inversion questions with question words Use the verb SAVOIR + infinitive Use essential irregular –RE/-IR verbs in 1st, 2nd, 3rd persons singular – PARTIR</p>	<p>Focus on conjugation and use of specific verbs : lire (present) (nous, vous, ils/elles) écrire (present) (nous, vous, ils/elles) Understanding the structure of the present tense and the past perfect tense Asking inversion questions in the past perfect tense Focus on word order: adverb placement in a sentence (present tense vs perfect) Understanding how to form past participles of a variety of verbs Asking intonation and est-ce que questions in the past perfect tense (did? vs have/has?) Using question words to ask questions in the past tense</p>
<p>Links to prior learning</p>	<p>Developing a verb lexicon Developing the use of modal verbs, including with negation Deepening vocabulary and grammar knowledge</p>	<p>Word order Use of past, present and future tenses Pronouns Asking questions using inversion, intonation, question words and est-ce que Conjugation of verbs Review of Year 7 and 8 phonics</p>
<p>Links to future learning</p>	<p>Developing a verb lexicon using variety of regular, irregular and modal verbs Deepening vocabulary and grammar knowledge Understanding of when to use savoir and when to use pouvoir</p>	<p><i>être</i> (present) <i>ne...pas</i> (single-verb and two-verb structures) adjective agreement, -ER verbs (present) <i>on</i> with impersonal meaning ('people, you, one') adverb positioning, <i>aller</i> + infinitive (future intention) (all persons) modal verbs (present) (<i>je, tu, il/elle</i>)</p>
<p>Protected characteristics</p>	<p>African poem <i>L'homme qui te ressemble</i> by René Philombé:</p> <ul style="list-style-type: none"> ➤ to understand and express emotions in French ➤ to discuss and express views/empathy about immigration and difference ➤ to learn some facts about France's colonial past 	<p>Poem by Jacques Prévert, 1946: Speculating on the age and appearance of the characters How they know each other The gender of the narrator What their personalities are like How they are feeling.</p>

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Reading in the curriculum (Literacy & Vocabulary)

Foreign language reading can make a crucial contribution to wider learning in languages, for reasons including the following:

As one of the four main language skills, reading forms part of students' broader communicative competence.

Reading provides linguistic 'input', allowing students to encounter new language and consolidate what they know (e.g. in terms of vocabulary and grammatical structures).

It supports autonomous learning, particularly outside the classroom.

It offers a window on the target language culture – not only through books but also websites and blogs, song lyrics, social messaging etc.

Foreign language reading may impact positively on English literacy, for example through the development of transferable reading strategies and knowledge of phonic decoding (Murphy et al., 2014)

Careers in the curriculum

Linguist Authors Airport Worker Cruise ship worker Tourist information International law Customer services Translators Interpreters Diplomatic services Immigration Officer Tour Operator
Travel agent European Union Commission work Charity Aid work Hotel management Teacher Intelligence Services Export / import work

Protected Characteristics in the curriculum

Cultural development and cultural awareness are fundamental in language learning at Holywell School. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.

The invaluable communication skills and creativity developed through learning a foreign language fosters a deeper understanding and appreciation of other people and cultures on a local, national and international stage.

Additional opportunities to engage beyond the classroom contribute to:

Character development (resilience, confidence and independence)

Global citizenship

Understanding and appreciation of diversity

Openness towards and acceptance of others and otherness

Safeguarding including safety in the curriculum

Safeguarding in the MFL curriculum is about ensuring that foreign language learning is a positive and secure experience for all students, helping them develop linguistic and intercultural skills while being protected from any potential risks or harm.

Mental health: at the start of each lesson are greeted at the door and asked: *How are you feeling today?* to which they are expected to provide an answer in the target language.

Students are encouraged to collaborate in the classroom in a variety of groupings, e.g. pair work, group work.

Various competitions and events provided throughout the year for students to get engaged in: these opportunities offer understanding appropriate relationships and effective communication.

Healthy relationships: class discussions in which British values are often compared to those in target language countries and how these shape society.

Creating a safe and supportive learning environment in the classroom where students feel comfortable expressing themselves and asking questions without fear of judgment or ridicule.

Students are encouraged to experiment with language and learn from their mistake.

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Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Values across the curriculum

The subject broadens students' horizons and awareness of the world around them. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons, international school trips or cultural trips within the United Kingdom. This is promoted through cross curricular activities, trips, covering historical, religious, geographical, social and ethical issues.

Languages develop students' literacy skills, memorisation skills, scanning and skimming skills as well as organisational skills. In addition to their linguistic development, students gain an insight into another culture and way of life, thus broadening their global awareness.

The MFL team provide a range of extra-curricular language opportunities to enthuse and motivate the young linguists:

Students are taught revision and memorisation techniques applicable to all subjects.

Literacy skills are taught in every lesson

Cultural awareness links with EP, Art, Music, Geography and History

Literacy skills links with English

Social skills, such as pair- work, group work, expressing opinions links with PSHE

Visits and Trips

Celebrating various whole school events in MFL lessons, e.g. World Book Day, Black History Month, European Day of Languages

Careers assemblies

At different points in the year students are taught about festivals and traditions of the target language country

Spirituality in the curriculum

Learning another language can be seen as a valuable and enriching experience that can contribute to spiritual development in several ways:

Appreciation of Diversity: Learning another language/s exposes students to different cultures and ways of life. This appreciation for diversity aligns with the Christian belief in the inherent value and dignity of all individuals, as each person is considered a unique creation of God. Understanding and respecting different cultures can foster a sense of unity and interconnectedness among people.

Enhanced Communication: Language is a tool for communication, and effective communication is essential in building and maintaining relationships. The Bible emphasizes the importance of communication, compassion, and understanding in relationships with others. Learning another language can enhance a student's ability to communicate with a broader range of people, promoting empathy and compassion.

Cultural and Spiritual Insights: Languages are deeply intertwined with culture and spirituality. Translating religious texts or participating in worship in another language can provide a unique perspective on the nuances of spiritual expression. It allows individuals to engage with sacred texts in a different way, gaining insights that may not be immediately apparent in their native language.

Global Outreach: Learning another language can equip individuals with the skills needed to engage in cross-cultural communication and outreach. This aligns with the Christian call to share the message of love, hope, and trust with people from diverse backgrounds.

Humility and Open-mindedness: Learning a new language often involves stepping outside one's comfort zone and being open to different ways of thinking. This humility and openness align with Christian virtues, encouraging individuals to be receptive to new ideas, perspectives, and experiences. It can contribute to personal growth and spiritual maturity.

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Service to Others: Language skills can be valuable in various forms of service, such as participating in mission trips, volunteering, or assisting those in need. This aligns with the Christian principle of serving others and being a positive force in the world.

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the religious beliefs of the people in countries of the language they are learning. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Links with French and German schools also enable students to be educated in the traditions and beliefs of people in countries where French / German is spoken. We offer students many opportunities to explore and share their knowledge of another language or country. Some examples include:

Raising awareness of how a variety of religious festivals are celebrated at different times of the year, e.g. Christmas, Easter.

Celebration of the European Day of Languages; Christmas card competition celebrating different cultures and traditions; Designing Languages portraits; German Olympiad; Career talks; Sustainable food competition; Calligrams competition; Celebrating speaking competition; Weekly MFL club offering insight into different cultures and traditions.

How we track your progress

Assessment of learner progress is continuous:

Every lesson all students are prompted to apply Phonics, Vocabulary, Grammar knowledge to understand and to produce language

We use a mix of strategies on multiple occasions throughout every lesson to assess progress such as: questioning, teacher circulation, cold calling, visualisers, live marking and mini whiteboards to check for understanding.

Worked answers, correct answers or model answers are provided when relevant to enable students to self or peer-assess their work.

Short in class tests of phonics, grammar and vocabulary.

Translation exercises.

Parents/Carers can support their child by:

Checking that homework has been completed

Overseeing vocabulary learning tasks at home

Encouraging the use of vocabulary learning apps/websites (Oak National Academy, Memrise, Duolingo, Blooket and Quizlet) to develop language learning habits.

Discussing what vocabulary they can recall and teach to someone at home.

Encouraging watching different programmes on Netflix, Amazon Prime, etc. by changing the audio to the target language

Sustainability within the subject

Integrating sustainability into the Modern Foreign Languages curriculum can help raise students' awareness of global issues, promote responsible and ethical behaviour, and foster a sense of responsibility toward the environment and the world at large. Here are some ways to incorporate sustainability into the MFL curriculum:

Discuss sustainable practices and traditions of different countries.

Discuss sustainable travel practices and responsible tourism in MFL lessons. Encourage students to consider the environmental impact of travel and the importance of preserving cultural heritage and natural landscapes when visiting other countries.

Explore how different cultures approach sustainable consumption and resource management.