

Holywell School Curriculum Overview

Modern Foreign Languages Key Stage4 Curriculum Overview **Edexcel GCSE in German 610/8709/8 Edexcel GCSE in French 610/2718/2**

Curriculum Intent

The MFL curriculum is designed to inspire a lifelong love of language learning, promote cultural understanding, and equip students with the linguistic and cultural skills they need to thrive in a globalised world.

At Holywell School, we follow the Edexcel GCSE specification.

The Edexcel GCSE specification emphasizes effective communication, critical thinking, and cultural literacy, reflecting the broader aims of our curriculum to nurture confident and culturally aware students.

The curriculum is structured around five key themes, as specified by Edexcel:

1. Identity and Culture.
2. Local Area, Holiday, and Travel.
3. School.
4. Future Aspirations, Study, and Work.
5. International and Global Dimension.

Aligned with the Edexcel GCSE specification, our curriculum:

Develop students' ability to communicate effectively in spoken and written forms across a range of contexts.

Deepen their understanding of the cultures and societies where the target language is spoken.

Foster resilience, problem-solving, and analytical skills through language learning.

Prepare students for the next stages of education or employment in a globally interconnected world.

By the end of the course, students will:

Communicate confidently and accurately across a range of themes.

Demonstrate a solid grasp of grammar and vocabulary.

Show curiosity and respect for other cultures.

Be well-prepared for further study or careers requiring multilingual competence.

GCSE Method of Assessment

Paper 1: Listening Foundation Tier: 35 minutes Higher Tier: 45 minutes Audio recording and written questions 25%

Paper 2: Speaking: Foundation Tier: 7-9 minutes, Higher Ties 10-12 minutes Conducted by teacher and externally assessed 25%

Paper 3: Reading Foundation Ties 45 minutes, Higher Tier 1-hour Reading passages with questions 25%

Paper 4: Writing Foundation Tier 1 hour 10 minutes, Higher Tier 1 hour and 20 minutes. Short and extended writing tasks 25%

All students must take all four papers at the same tier

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Term	Year 10	Year 11
Autumn term 1	<p>Title of unit: My Personal World</p> <p>Personal details, family, and friends. Physical and personality descriptions. Personal relationships. Daily Life. Daily routines. Food and drink preferences. Shopping habits. Use of technology and social media.</p> <p>Grammar</p> <p>Present Tense to describe actions, preferences, and characteristics. Past Tense to describe past events, experiences, or relationships. Future Tense to describe future plans or expectations. Modal Verbs expressing ability, obligation, or possibility Reflexive verbs for routines and relationships. Adjectives for describing physical appearance, personality and relationships. Adverbs to describe the frequency or manner of actions. Comparatives and superlatives to compare people, objects, or experiences. Possessive adjectives to express family and personal connections. Asking questions. Conjunctions and sequencers for detailed descriptions. Time expressions for describing routines and habits.</p> <p>Speaking: Students can engage in role-play scenarios to practise introducing themselves and talking about their family, friends, and hobbies. Discussing their daily routine and preferences in food or technology. Describing their personality and relationships with others, including expressing opinions.</p> <p>Writing: Students produce written pieces such as a personal introduction for a pen pal or exchange student, including details about their family, hobbies, and likes/dislikes. A letter to a friend about their relationship with a family member or friend, including opinions and justifications.</p> <p>Reading and Listening: Students develop comprehension skills by engaging with authentic materials, such as: profiles, blogs, or social media posts about people's personal lives, hobbies, and daily routines. Dialogues or interviews where individuals talk about their family, friends, and activities.</p>	<p>Title of unit: Future Aspirations, Study, and Work</p> <p>Using Languages Beyond the Classroom Benefits of language learning. Travel and international experiences. Real-life applications of language skills.</p> <p>Grammar</p> <p>Present Tense to express opinions about the benefits of language learning. Past Tense to describe previous travel experiences. Future Tense to talk about future plans related to language use. Conditional Tense to talk about situations where language skills could be useful. Modal Verbs to explain why learning a language is beneficial or necessary. Comparative and Superlative Structures to compare the benefits of different languages or travel experiences. Adjectives. Adverbs. Conjunctions and Sequencing words. Prepositions to describe locations and directions during travel.</p> <p>Speaking: Students engage in role-play scenarios, such as ordering food in a restaurant, asking for directions, or making travel arrangements in the target language. Talking about the benefits of learning a language and sharing personal opinions.</p> <p>Writing: Students write a paragraph about the advantages of learning a language.</p> <p>Reading: Students read authentic texts, such as travel brochures, advertisements for language courses, or articles about the importance of multilingualism. Read hotel reviews or transport schedules, to extract key details and understand cultural context.</p> <p>Listening: Students listen to and complete comprehension tasks based on audio materials, such as dialogues at an airport, travel guides, or interviews about multilingualism.</p>

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Links to prior learning	<p>At KS3 Students learned to introduce themselves, provide basic information about their family, and describe personal preferences, such as favourite activities or foods.</p> <p>At Key Stage 3, students practised using the present tense to describe routines and express likes and dislikes.</p> <p>Adjectives and basic descriptive language.</p> <p>Asking and answering simple questions.</p> <p>Listening and speaking exercises in at KS3.</p>	<p>Vocabulary related to introductions, daily routines, school subjects, hobbies, and personal interests.</p> <p>Travel-related vocabulary in previous topics such as “Holidays and Travel”.</p> <p>Using question forms, greetings, and basic conversation skills in “My Personal World” and “Holidays and Travel” to interact in real-life situations, such as shopping or ordering food.</p> <p>Expressing opinions and giving reasons.</p> <p>Knowledge of present, past, future and conditional tenses.</p>
Links to future learning	<p>Express more complex opinions, emotions, and relationships.</p> <p>Adjectives and basic descriptive language to describe relationships, personalities, and physical characteristics more fluently.</p> <p>Knowledge of how to ask and answer simple questions used in structured dialogues and spontaneous interactions.</p> <p>The listening and speaking exercises in at KS3 prepare students to understand varied accents and respond effectively.</p> <p>Exam-style tasks</p>	<p>Use vocabulary related to introductions, daily routines, school subjects, hobbies, and personal interests to talk about the use of languages in different contexts.</p> <p>Use of travel-related vocabulary to talk about cultural immersion, travel experiences, and the benefits of language learning.</p> <p>Being able to ask for travel advice, make travel arrangements or talk about language-learning benefits.</p> <p>Express opinions and give reasons about the importance of language learning.</p> <p>Use the knowledge of tenses to talk about using languages in different contexts and to describe travel experiences.</p>
Autumn term 2	<p>Title of unit: My Personal World</p> <p>Cultural Interests</p> <p>Books, music, films, and TV.</p> <p>Sports and hobbies.</p> <p>Celebrations and festivals.</p> <p>Grammar</p> <p>Present Tense to describe regular activities.</p> <p>Past Tense to describe past events.</p> <p>Future Tense to talk about plans and future events.</p> <p>Adjectives to describe music, films, books, people, and events.</p> <p>Adverbs to describe how often activities are done.</p> <p>Reflexive Verbs to talk about actions done by oneself, especially when discussing hobbies.</p> <p>Prepositions to talk about when and where activities take place.</p> <p>Conjunctions to link ideas and build complex sentences.</p> <p>Comparatives and superlatives for making comparisons.</p> <p>Possessive adjectives to express personal belongings.</p> <p>Modal verbs for obligations and possibilities.</p>	<p>Title of unit: Future Aspirations, Study, and Work - Ambitions and Future Plans</p> <p>Career aspirations and work experience.</p> <p>Further study and education plans.</p> <p>Dream jobs.</p> <p>Grammar</p> <p>Present tense to discuss current aspirations.</p> <p>Future tense to talk about future goals.</p> <p>Conditional tense to express ambitions.</p> <p>Past tense to talk about past work experience.</p> <p>Modal Verbs to discuss choices and opportunities.</p> <p>Asking Questions.</p> <p>Speaking: Students participate in role-play scenarios, such as mock job interviews or discuss their future plans.</p> <p>Writing: Students write about their career goals, work experiences, or future education plans. Students justify their career choices and plans.</p> <p>Reading: Analysing texts and dialogues related to career planning and ambitions.</p>

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	<p>Asking questions.</p> <p>Time expressions for describing cultural interests and personal experiences.</p> <p>Speaking: Students can engage in role-play scenarios to practise talking about favourite books, music, sports, films, television programs, as well as various cultural celebrations and festivals.</p> <p>Writing: Students produce written pieces that allow them to describe their favourite things and activities, or a special family celebration.</p> <p>Reading and Listening: Students develop comprehension skills by using authentic materials, such as short articles or advertisements highlighting personal interests, such as music, sports, or technology.</p>	<p>Listening: Students listen to recordings of individuals discussing their future aspirations and answer comprehension questions.</p>
Links to prior learning	<p>Adjectives and basic descriptive language.</p> <p>At Key Stage 3, students were introduced to cultural aspects of target-language countries, such as festivals, traditions, and daily customs.</p> <p>Asking and answering questions.</p> <p>Foundation of Listening and Speaking Skills.</p>	<p>Talk about yourself, your hobbies and interests.</p> <p>School subjects and preferences.</p> <p>Present tense</p> <p>Past tense</p> <p>Future tense</p>
Links to future learning	<p>Adjectives and basic descriptive language to talk about favourite books, music, sports, films, television programs, more fluently.</p> <p>Developing confidence in discussing their personal world.</p> <p>The listening and speaking exercises in at KS3 prepare students to understand varied accents and respond effectively.</p> <p>Discussing topics like social media, role models, and celebrations equips students with practical vocabulary and structures for real-world conversations.</p> <p>Exam-style tasks.</p>	<p>Students will expand their use of past, present, future, and conditional tenses.</p> <p>Exam-style tasks.</p> <p>Talk about ambitions and future plans.</p> <p>Talk about further education and career choices.</p> <p>Present tense knowledge from earlier topics helps students discuss current aspirations.</p> <p>Past tense knowledge supports writing about work experiences.</p> <p>Future tense knowledge allows students to describe their plans for the future.</p>
Spring term 1	<p>Title of unit: Local Area, Holiday, and Travel</p> <p>Holiday preferences and experiences.</p> <p>Travel arrangements and accommodation.</p> <p>Destinations and activities.</p> <p>Grammar</p> <p>Present, past, future, and conditional tenses to talk about travel experiences, preferences, and future plans.</p> <p>Reflexive verbs for describing actions related to travel and holidays.</p> <p>Modal verbs.</p> <p>Adjectives and adverbs to describe locations, travel experiences, and frequency.</p>	<p>Title of unit: International and Global Dimension Bringing the World Together</p> <p>Sporting events.</p> <p>Music and arts events.</p> <p>International initiatives.</p> <p>Grammar</p> <p>Present Tense to describe current events, ongoing initiatives, and traditions.</p> <p>Past Tense to talk about past events or initiatives.</p> <p>Future Tense to discuss upcoming events or plans.</p> <p>Conditional Tense to express hypothetical situations related to global events.</p> <p>Modal Verbs used to express possibility, necessity, or suggestions about international events.</p>

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	<p>Prepositions of place and movement to describe where you are going and how you are traveling.</p> <p>Comparatives and superlatives to make comparisons between different travel experiences.</p> <p>Asking questions to inquire about other people's travel experiences and plans.</p> <p>Conjunctions and sequencing words to link actions and events.</p> <p>Speaking: Students can role-play scenarios such as booking a hotel, discussing travel preferences, or recounting holiday experiences.</p> <p>Writing: Students produce written accounts of a recent or future holiday, including details about activities, accommodation, and opinions.</p> <p>Reading and Listening: Students understand authentic materials such as travel brochures, advertisements, or dialogues about holiday preferences</p>	<p>Adjectives and Adverbs to describe events and experiences.</p> <p>Conjunctions and Sequencing Words to link ideas and events.</p> <p>Passive Voice to focus on the event or action.</p> <p>Reported Speech to relay information about events or quotes from participants.</p> <p>Speaking: Students participate in role-play activities simulating conversations about international events, such as music festivals.</p> <p>Writing: Students write accounts of a real or imaginary global event, describing its purpose, location, and participants. Students compare two international initiatives or events.</p> <p>Reading: Students read articles, brochures, or online materials about global events. Students analyse variety of texts that discuss the same event, such as different news reports on the Olympics, to understand varying viewpoints.</p> <p>Listening: Students listen to interviews, podcasts, or announcements about international initiatives. Students understand listening extracts about international events or festivals, answering comprehension questions.</p>
Links to prior learning	<p>Present tense for describing habits and routines.</p> <p>Past tense for discussing past events.</p> <p>Vocabulary related to places (e.g., towns, cities, and countries) and daily activities.</p> <p>Expressing preferences.</p> <p>Forming basic questions about personal information and daily routines.</p> <p>Describing people and objects with adjectives, focusing on agreement and placement.</p>	<p>Talk about favourite books, music, and films.</p> <p>Talk about favourite sports or teams.</p> <p>Talk about holiday destinations and travel preferences.</p> <p>Knowledge of present, past, and future tenses.</p> <p>Understanding authentic materials.</p> <p>Expressing opinions.</p>
Links to future learning	<p>Expanding the use of tenses to include holiday and travel contexts.</p> <p>Vocabulary to describe holiday destinations and travel-related activities.</p> <p>Discussing holiday preferences and favourite destinations or activities.</p> <p>Adapting questions for inquiries about travel experiences and arrangements.</p> <p>Using adjectives to describe locations, accommodations, and experiences during holidays.</p> <p>Discussing cultural celebrations and traditions in the target language.</p> <p>Exam-style tasks.</p>	<p>Describing international music and arts festivals.</p> <p>Talk about global sporting events like the Olympics or World Cup.</p> <p>Describe travel arrangements for international festivals.</p> <p>Knowledge of present, past, and future tenses from earlier topics supports students in describing events, past experiences and future plans.</p> <p>Understanding authentic materials.</p> <p>Expressing opinions.</p> <p>Exam-style tasks.</p>
Spring term 2	<p>Title of unit: Local Area, Holiday, and Travel The Wider World</p> <p>Global citizenship.</p> <p>Environmental issues and sustainability.</p> <p>Life in other countries and cultural comparisons.</p>	<p>Title of unit: International and Global Dimension Environmental Issues</p> <p>Sustainability and protecting the planet.</p> <p>Climate change and global responsibility.</p> <p>Grammar</p>

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	<p>Grammar: Use of tenses (past, present, future, and conditional). Use of descriptive language for places, activities, and preferences. Application of comparative and superlative structures. Understanding and usage of modal verbs (e.g., should, must, can) to discuss sustainability and global responsibility. Asking questions Passive Voice Speaking: Students participate in discussions about sustainability, e.g., the importance of eco-friendly travel. Writing: Students write paragraphs comparing their own lifestyle to that of people in another country.</p> <p>Reading and Listening: Students analyse texts or audio materials such as recycling programs.</p>	<p>Present tense to describe current environmental problems and ongoing actions. Past Tense to discuss past actions that have impacted the environment. Future Tense to talk about plans for protecting the planet. Modal Verbs to express obligation, possibility, and necessity related to environmental actions. Comparatives and Superlatives to compare environmental practices. Passive Voice. Adjectives and Adverbs to describe the state of the environment. Conjunctions and Sequencing Words to connect ideas or provide explanations. Speaking: Students participate in role-plays and discussions about environmental topics such as climate change and sustainability. Writing: Students write about their views on environmental issues, suggesting ways to promote sustainability. Reading: Students read articles and advertisements about sustainability and climate change. Students explore texts that show how different countries address climate change and environmental protection. Students interpret information from graphs or charts related to environmental statistics. Listening: Students listen to podcasts, news reports, or interviews on environmental issues. Students listen to conversations about eco-friendly activities, such as composting or solar energy.</p>
Links to prior learning	<p>Describing daily routines, past experiences, and future plans in topics such as "My Personal World" and "Holidays and Travel." Conditional tense used in "Holidays and Travel" for expressing preferences or hypothetical travel plans. Adjectives and descriptive phrases to talk about people, places, and preferences in topics such as "My Personal World" and "Cultural Interests." Comparative and superlative forms to compare holidays, travel experiences, or daily routines. Modal verbs like can, must, and should in earlier contexts, such as making plans or expressing obligations in "Holidays and Travel."</p>	<p>Describe places, objects, and actions in topics like "My Personal World" and "What School is Like." Using the present, past, and future tenses. Giving opinions about preferences. Descriptive language, cultural comparisons, and expressing opinions. Use of modal verbs.</p>
Links to future learning	<p>Discussing global citizenship, environmental issues, and sustainability. Conditional tense to discuss hypothetical actions related to global responsibility.</p>	<p>Describe environmental issues such as climate change, pollution, and sustainable practices.</p>

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	<p>Adjectives to describe global environments, sustainability efforts, and cultural differences.</p> <p>Comparative and superlative forms to compare lifestyles, cultural practices, and approaches to environmental issues in different countries.</p> <p>Modal verbs are now applied to discuss responsibilities and solutions for global issues.</p> <p>Exam-style tasks.</p>	<p>Use the present, past, and future tenses to discuss environmental changes (past), current habits (present), and potential actions (future).</p> <p>Express opinions about environmental responsibility and sustainability.</p> <p>Descriptive language, cultural comparisons, and expressing opinions from earlier topics are expanded to discuss sustainability.</p> <p>Use of modal verbs to make recommendations for environmental responsibility.</p> <p>Exam-style tasks, including role-plays, opinion writing, and listening tasks, often include environmental issues due to their relevance.</p>
Summer term 1	<p>Title of unit: School What School is Like</p> <p>School subjects and preferences.</p> <p>School routines and rules.</p> <p>Teachers and facilities.</p> <p>Grammar:</p> <p>Present Tense to talk about regular school routines, preferences, and activities.</p> <p>Present Continuous Tense to describe ongoing actions or things happening at the moment, such as current school activities.</p> <p>Future Tense to talk about future plans, upcoming school activities, or events.</p> <p>Modal Verbs to express necessity, obligation, permission, or possibility, especially in relation to school rules and routines.</p> <p>Comparatives and Superlatives to compare school subjects, teachers, or facilities.</p> <p>Imperatives to give instructions or school rules.</p> <p>Relative Clauses to give more information about school subjects, teachers, or facilities.</p> <p>Time Expressions to describe school routines and schedules.</p> <p>Asking questions</p> <p>Speaking: Students can role-play scenarios such as discussing their favourite school subjects, explaining school routines, or talking about school rules.</p> <p>Students express their preferences for school subjects, teachers, or facilities. They use phrases like "I prefer..." or "I like..." to talk about what they enjoy or dislike about school.</p> <p>Writing: Students write short essays or paragraphs about their school experiences, including details about subjects they study, daily routines, and their opinions on school rules or teachers. Students write descriptions of their</p>	<p>GCSE Exams</p> <p>GCSE speaking exams</p> <p>Revision for GCSE listening, reading & writing exams</p> <p>GCSE listening, reading & writing exams</p>

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	<p>school teachers or school facilities, using adjectives and adverbs to express their opinions.</p> <p>Reading and Listening: Students read and understand texts about school routines, subjects, and rules. This might include short passages, descriptions of school activities, or rules found in a school brochure or newsletter. Students listen to conversations or recordings about school experiences, rules, or routines, then answer comprehension questions based on what they have heard.</p>	
Links to prior learning	<p>Likes and dislikes in topics like "Cultural Interests" (e.g., favourite books, music, or sports) and "My Personal World."</p> <p>Present tense to describe their routines in topics like "Daily Routines" and "My Personal World."</p> <p>Adjectives and adverbs to describe people, places, and experiences e.g., "Cultural Interests" and "Holidays and Travel"</p> <p>Forming questions in topics like "Holidays and Travel" and "My Personal World" to ask about others' preferences, experiences, and routines.</p> <p>Modal verbs like "can," "should," and "must" were introduced in topics like "Holidays and Travel" and "My Personal World" to express preferences, suggestions, or obligations.</p> <p>Perfect tense to talk about past events, such as experiences during holidays or special occasions in topics like "Holidays and Travel."</p> <p>Comparing things using comparatives and superlatives in topics like "Holidays and Travel" or "Cultural Interests."</p>	
Links to future learning	<p>Likes and dislikes to talk about their favourite school subjects and preferences for school activities.</p> <p>Present tense to describe school life, daily activities, and school schedules.</p> <p>Adjectives and adverbs to describe school subjects, teachers, facilities, and the school environment.</p> <p>Forming questions about school subjects, routines, and teachers.</p> <p>Modal verbs to talk school rules, such as what students must or should do at school.</p> <p>Past tense to describe past school events or activities.</p> <p>Comparatives and superlatives applied to compare school subjects, teachers, and school facilities.</p> <p>Exam-style tasks.</p>	

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Summer term 2	<p>Title of unit: School - School Activities Extracurricular activities. Achievements and school events. School trips.</p> <p>Grammar Present Tense to describe ongoing or habitual activities, such as regular participation in extracurricular activities or general facts about school events. Past Tense to talk about past experiences or events, such as activities, achievements, or past school trips. Future Tense to talk about plans or upcoming events, such as future school activities or trips. Modal Verbs to express permission, possibility, necessity, or obligation in relation to school activities, rules, or events. Adjectives and Adverbs to describe the activities, achievements, or experiences in more detail. Comparatives and Superlatives to compare activities, achievements, or school trips, making comparisons between different events or experiences. Conjunctions and Sequencing Words to link ideas, actions, or events, particularly when describing a series of activities or events in writing or speaking. Prepositions of Place and Time to describe where school activities or events take place, and when they happen.</p> <p>Speaking: Students can role-play scenarios such as talking about their participation in extracurricular activities or recounting a memorable school event or trip. Students express their opinions about the extracurricular activities they enjoy and discuss the benefits of participating in various school events or trips.</p> <p>Writing: Students write descriptions of extracurricular activities, school events, or school trips, including details of what they did, where they went, and who was involved.</p> <p>Reading and Listening: Students read texts that describe different types of school activities, events, or trips, and answer comprehension questions. Students listen to recordings or dialogues where people talk about their involvement in school activities or events, then answer questions based on what they have heard.</p>	
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Links to prior learning	Talk about personal likes and dislikes. Describe daily routines and schedules. Describe locations, including homes, towns, and places of interest. Express opinions and preferences.	
Links to future learning	Talk about personal likes and dislikes when discussing involvement in school activities. Explain how extracurricular activities, school events, and trips fit into daily routines. Describing school trips or facilities. Express opinions about extracurricular activities, achievements, or school events. Exam-style tasks.	A-Level French/Spanish/German University courses (Languages, International Business, Politics) Work placements or exchanges abroad Combined degrees (e.g., Law with French) Language-based apprenticeships or travel-related roles
Evidence of learning	<p>Throughout all units the evidence of learning is categorised into Listening, Speaking, Reading and Writing. Across all components, students demonstrate they can: communicate effectively in real-world situations, understand and respond to spoken and written language, express ideas clearly and creatively in speech and writing and use grammar and vocabulary appropriately and accurately.</p> <p>Listening Understanding spoken language in various accents and speeds Accurately identifying key points, opinions, and details Responding to questions based on authentic audio (e.g. conversations, announcements, interviews) <i>Example: A student correctly understands a dialogue about school life and can answer questions about it in English or the target language.</i></p> <p>Speaking Speaking clearly and fluently in the target language Asking and answering questions spontaneously Expressing opinions and using a range of vocabulary and tenses <i>Example: In the speaking exam, a student holds a conversation about holidays, reacts to unseen prompts, and responds naturally in a role-play.</i></p> <p>Reading Understanding written texts such as emails, adverts, blogs, and articles Identifying gist, detail, and inferred meaning Accurately translating from the target language into English <i>Example: A student reads a description of a festival in Spain and answers comprehension questions, showing they understand tone and content.</i></p> <p>Writing Writing short and extended texts on familiar topics (e.g. school, free time, environment) Using accurate grammar, varied vocabulary, and appropriate tone Translating sentences or short paragraphs from English into the target language <i>Example: A student writes an email to a pen pal describing their daily routine, using correct verb tenses and varied sentence structures.</i></p>	

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Reading in the curriculum (Literacy & Vocabulary)

Within the Edexcel GCSE MFL specification, reading is one of the four assessed skills.

Reading is integral to expanding vocabulary in the target language.

By integrating reading into lessons through authentic and varied materials, and aligning with the specification's themes, we equip students with the skills to understand, analyse, and enjoy texts in the target language.

The MFL curriculum focuses on the following reading strategies:

Decoding unfamiliar words and phrases using context, cognates, and prior knowledge.

Comprehension of different text types, including informational, narrative, and literary texts.

Inferring meaning and analysing viewpoints.

Reading for pleasure, fostering curiosity and motivation through engaging materials.

In the specification:

Students are exposed to key vocabulary grouped by themes, which are reinforced through reading tasks.

Students access authentic materials, such as newspaper articles, short stories, and social media posts.

Vocabulary is revisited in different themes and contexts, ensuring depth and retention.

Examples of reading activities include:

Understanding instructions, announcements, and short narratives.

Analysing advertisements, brochures, and informational texts for practical contexts.

Interpreting literary extracts for more advanced learners, broadening cultural and linguistic understanding.

Careers in the curriculum

International Business and Trade

Tourism and Hospitality

Media and Journalism

Creative Arts and Entertainment

Public Relations and Marketing

Social Services and Community Work

Translation and Interpretation

Protected Characteristics in the curriculum

Promoting Inclusivity and Diversity: Students explore how family structures, traditions, and personal identities vary across cultures, encouraging respect for diverse backgrounds.

Encouraging Empathy and Understanding: Talking about experiences of people from different walks of life, including those with protected characteristics.

Raising Awareness of Stereotypes and Bias: Students have the opportunity to challenge stereotypes and assumptions.

Respecting Individual Identity: Language learning provides a platform for students to discuss and describe their own and others' identities in a respectful and inclusive manner, whether related to gender, race, religion, or other characteristics.

Building Skills for a Diverse World: Understanding and addressing topics like customs, beliefs, and personal preferences prepare students to navigate a multicultural and inclusive society.

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Safeguarding including safety in the curriculum

Promoting Emotional Wellbeing: Themes such as "Lifestyle and Wellbeing" allow for discussions on mental and physical health, offering opportunities to explore healthy habits and stress management in a supportive environment. Teachers can encourage students to talk about emotional resilience and coping strategies, using culturally relevant examples from the target language countries.

Safe Use of Technology: Within the "Daily Life" topic, discussions on the use of technology and social media provide an opportunity to address online safety, including: recognising and avoiding cyberbullying, understanding the risks of sharing personal information online, developing critical thinking skills to evaluate information and interactions online.

Cultural Awareness and Respect: By studying cultural differences and traditions, students learn to appreciate diversity, fostering mutual respect and reducing prejudice, which contributes to a safer and more inclusive environment for all learners. Discussions around protected characteristics, equality, and inclusion are encouraged within the themes of "Identity and Culture" and "Lifestyle and Wellbeing."

Healthy Relationships: Exploring topics such as family, friends, and role models enables discussions about positive relationships and the importance of mutual respect, empathy, and boundaries.

Use of authentic materials that reflect diverse perspectives and promote inclusion, ensuring students from all backgrounds feel represented and valued.

Include discussions about accessing help and support services, both in the UK and in target-language countries, ensuring students are aware of avenues for assistance.

Values across the curriculum

The specification includes themes such as Identity and Culture and Local Area, Holiday, and Travel, encouraging students to explore and appreciate the lifestyles, traditions, and values of different cultures.

Topics such as relationships and identity allow students to discuss issues related to equality, gender, and family structures, aligning with the values of respect and inclusion.

Topics such as The Environment and Social Issues empower students to think critically about global challenges like climate change, sustainability, and inequality.

Learning to communicate in another language equips students to engage meaningfully with people from different backgrounds, promoting mutual understanding and global citizenship.

The theme of Lifestyle and Wellbeing promotes healthy living, mental health awareness, and balanced lifestyles.

Discussions around social media and technology use encourage safe and responsible digital practices.

Through translation, interpretation, and analysis of texts, students develop logical thinking and problem-solving skills.

Comparing aspects of the target language culture with their own helps students reflect on societal norms and values critically.

Topics like The Environment foster awareness of ecological challenges, inspiring students to consider their role in sustainable practices.

Themes like Local Area, Holiday, and Travel highlight the importance of contributing to local and global communities through responsible actions.

Learning a language builds resilience and adaptability, qualities that are essential for academic and professional success.

The focus on communication skills, cultural understanding, and personal expression provides a foundation for lifelong learning and engagement in a multilingual world.

Spirituality in the curriculum

How does the curriculum reflect the schools Theological routed Christian vision? How is spiritual development an intrinsic part of the curriculum?

The specification includes themes like Identity and Culture, which encourage students to explore questions about who they are and how they relate to others.

The specification includes themes like *Identity and Culture*, which encourage students to explore questions about who they are and how they relate to others.

Learning about diverse cultures promotes empathy and understanding.

The focus on communication fosters an attitude of openness, respect, and curiosity about others' lives and traditions.

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Themes like *Global and International Issues* (e.g., environmental responsibility) encourage students to act as stewards of God's creation.

Themes like *Family and Friends* emphasise the importance of relationships, trust, and mutual support.

Through exploring different languages, cultures, and traditions, the curriculum reflects the beauty and diversity of God's creation. This resonates with the belief that all people are created in the image of God and deserve respect and dignity.

Students learn to value diversity as part of a rich, God-given tapestry of human life.

The specification includes topics such as *The Environment and Social Issues*. Addressing real-world issues inspires students to consider their role in contributing to a more sustainable world.

Language learning itself fosters spiritual growth:

Perseverance in learning a new language mirrors the Christian value of perseverance in faith and life.

Using a new language to express thoughts and emotions connects to the creativity inherent in being made in God's image.

Discovering new cultures, traditions, and ways of thinking instils awe and wonder for the diversity of God's world.

Students are offered the opportunity to apply their language skills in service-oriented activities, such as writing letters to pen pals

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

The four language skills: listening, speaking, reading, and writing are central to the specification.

Progress will be assessed using formative and summative tasks tailored to these areas:

Listening:

Regular practice of past paper listening tasks at different levels: Foundation and Higher.

Regular assessments of ability to identify gist and specific details.

Speaking:

Regular speaking practice through role plays, picture descriptions, and conversation tasks.

Regular assessments of pronunciation, fluency, spontaneity, and grammatical accuracy.

Reading:

Regular practice of past paper reading tasks at different levels: Foundation and Higher.

Including translation tasks in lessons to monitor understanding of vocabulary and grammar in context.

Writing:

Regular practice of past paper writing tasks at different levels: Foundation and Higher.

Completing written tasks such as structured responses, opinion-based paragraphs and extended essays.

Focusing on grammatical accuracy, use of complex structures, and ability to address all aspects of a task.

Using teacher feedback to encourage redrafting.

Vocabulary Tests:

Regular low-stakes quizzes on the core vocabulary lists specified by Edexcel.

Grammar Progress:

Progressively building from basic to advanced structures, such as tenses, modal verbs, and complex sentence patterns.

Regular diagnostic grammar tasks to identify gaps.

Holywell School Curriculum Overview

Parents/Carers can support their child by:

- Helping your child use tools like flashcards, apps e.g. Quizlet or sticky notes around the house to reinforce vocabulary.
- Encouraging students to listen to podcasts, music, or watch TV shows in the target language.
- Regularly engaging in conversations using simple phrases and sentences, even if the parent/carer is not fluent.
- Supporting the use of online resources like language-learning platforms e.g. Duolingo or BBC Bitesize for MFL.
- Borrowing or buying books, magazines, or graded readers in the target language to encourage reading for pleasure.
- Ensuring your child makes full use of revision guides, vocabulary lists, and practice papers provided by their teacher.
- Setting aside a regular time for MFL homework and revision to ensure consistency.
- Watching films, documentaries, or YouTube channels about the culture of the target language.
- Working through past papers or sample questions to familiarise your child with the exam format.
- Offering to quiz your child on vocabulary, grammar rules, or key phrases.
- Helping your child prepare for speaking exams by practising conversations or role-plays.

Sustainability within the subject

The specification includes topics that explicitly address sustainability and environmental awareness:

The Environment (Global Issues)

Students learn and discuss environmental challenges, such as:

Climate change.

Pollution.

Recycling and waste management.

Sustainable living practices.

Lifestyle and Wellbeing

Discussions about healthy lifestyles often link to sustainable practices, such as choosing locally sourced or eco-friendly food options and reducing consumption.

Promoting Sustainable Travel and Tourism

The theme Local Area, Holiday, and Travel provides an opportunity to explore the impact of tourism on the environment and local communities.

Cultural Awareness of Sustainability Practices

National initiatives, such as renewable energy programs, green cities, or conservation projects.

Traditions and practices that promote sustainable living, like the use of seasonal foods or low-impact transportation methods.

This encourages students to compare sustainability efforts across cultures.

Speaking and Writing Tasks

Students may be asked to discuss environmental issues or write about sustainable practices as part of their language assessments, requiring them to articulate their thoughts on these topics clearly.

Listening and Reading Tasks

Authentic materials e.g. articles, advertisements, or interviews on sustainability-related themes help students engage with real-world issues.