



Modern Foreign Languages

Curriculum Overview



As a team of linguists who have experienced language learning ourselves both as children and adults, we believe that the skills and knowledge acquired when learning a modern foreign language extend beyond the learning of the language itself.

Our academic curriculum is supplemented outside the classroom by a variety of extra-curricular activities such as day and residential visits abroad, penfriend schemes, our Language Ambassadors programme and lunchtime school clubs.

In recent years, we have established strong links with schools in Spain and France and are in constant contact with them and our blossoming International Outlook programme provides a host of opportunities to immerse ourselves in the culture and language of countries around the world

Our vision as an MFL team to make learning a new language an enjoyable, challenging and enriching experience for all our students. We want our girls to be ready to take on the world – and the world does not all speak English! Learning a language therefore should be a choice our girls want to make.

Our curriculum intent is:

For all FSG students to develop an awareness, understanding and respect of other cultures, to acquire the ability to communicate in one or more foreign languages and to grow in confidence, build resilience and become outward-thinking global citizens.

Learning a foreign language is exciting and rewarding, it also presents many challenges; we accept the fact that it can be difficult to become quickly proficient in one language or more, our spiral curriculum offers a logical and structured progression.

Our Curriculum Implementation:

At Key Stage 3:

We lay the foundations for long term language learning. It is important to us that all of our students to enjoy the experience of learning and communication, acquire relevant vocabulary, practise the four skills of reading, writing, speaking and listening, understand the essential mechanics of the target language. We provide fun and stimulating lessons using a variety of teaching techniques and activities, we use authentic material as often as possible and refer to cultural events and elements at every opportunity. We tailor extra-curricular activities that support classroom learning and further develop the communication skills that our students acquire in lessons.

We share with our students our own passion for the languages we master and the love of the countries where these languages are spoken.

At Key Stage 4:

We build on the foundations laid at KS3.

In terms of content, we have a spiral curriculum that allows for topics to be revisited. In lessons, we continue to develop the main four skills that will be examined in the GCSE examinations and will provide our students with lifelong communication skills in the language(s) they have chosen to learn. Students are given opportunities to acquire detailed knowledge of the written and spoken foreign language and develop their communication skills both orally and in writing.

As per the FSG whole school vision, we want all our students to perform to the best of their ability in everything they do including external examinations but perhaps more importantly we want them to learn and grow beyond the classroom walls. We provide extra academic support as well as stimulating and challenging extra-curricular activities.

At Key Stage 5:

We continue to build on the previous knowledge our students have acquired at Key stage 3 and 4 and further develop the main four skills.

Language learning at Key Stage 5 is topic based and allows students to acquire a very detailed knowledge and understanding of the foreign language at a much higher level than what they have learned previously. It extends far beyond the limits of the previous curriculum and requires greater understanding and knowledge of artistic, cultural, historical, and political issues and trends.

We help our students to become more proficient at analysing, criticizing, researching and perhaps most importantly at becoming efficient, independent, and forward-thinking learners.

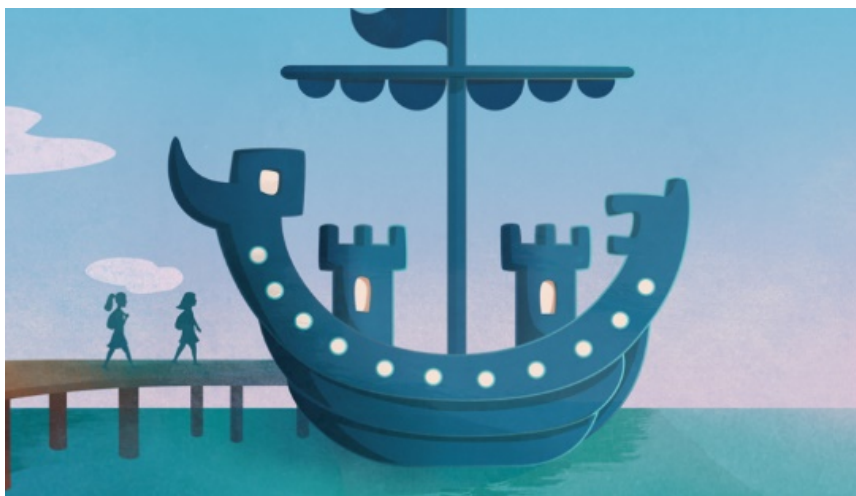
Whether students intend to use a foreign language for work, study or leisure, language, we want language learning at Key Stage 5 to help equip them with the skills and knowledge that will support them for the rest of their lives.

In and outside of lessons, we use a variety of sources: tv and radio broadcast, study of a literary text, study of a film, extracts of journalistic material to name a few. We encourage independent reading and listening. We provide students opportunities to attend conferences to support their learning and take part in visits abroad if they wish to do so.

Our curriculum Impact:

We want all of students to make the best progress possible in their study of MFL and leave school having enjoyed their language learning experience.

We want to see them leave feeling more confident, more knowledgeable, and ready to, perhaps, live their life under new skies.



Year 7 French and Spanish

What we teach in Year 7: French

- Greetings and introductions

Classroom language
Numbers, dates & colours
Days and Festivals
- **My family**, Describing people, relationships
- **At school**
School subjects
Telling the time
Talking about my timetable
Describing my uniform
Talking about my daily routine
Discussing cultural differences (between France and other French speaking countries/ regions but also differences between France and UK)
- **Hobbies, sports & weather**
Countries

What we teach in Year 7: Spanish

-Greetings and introductions

Classroom language
Numbers, dates & colours
Columbus & Latin America
-**My family, animals, and pets**
Describing people, relationships
-**Hobbies, sports & weather**
Hispanic celebrities, social media
- **At school**
Describing my school, subjects, rules
Telling the time, extra-curricular, describing uniform, discussing future plans, talking about school in Spain

Why we teach in that order:

We start teaching what we think is most useful to our students:

- very basic language used in everyday life when visiting a French/Spanish speaking country and introduction of the main grammatical features of French/ Spanish language.
- We continue with what we feel is easier for our students to learn (familiarity with topic, more cognates for example)
- We then build on their knowledge and understanding to teach more complex vocabulary and grammar points.

Year 7 Trip to Boulogne



Year 8 French and Spanish

What we teach in Year 8: French

- **Celebrations and special occasions:** discussing special holidays and family and religious celebrations, opinions about celebrations, buying food, discussing food, talking about a future school trip
- **Holidays:** talking about holidays, using the past tense, describing a visit to a particular place, talking about problems
- **My area:** describing the area where I live, describing and understanding the weather, discussing how we help at home with chores, talking about moving homes.
- **My town + plans:** places in town, discussing what I do, talking about future plans, arranging to go out.

What we teach in Year 8: Spanish

- **My school:** describing my school and its facilities, discussing school subjects, timetables, teachers, and uniform
- **Food and drink:** discussing likes and dislikes, eating out, buying, and ordering food and drink.
- **My home:** Describing my home, talking about rooms and furniture, what I do at home and where.
- **My town:** describing and talking about the area where I live, opinions, places and activities.

Why we teach in that order:

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- We continue with what we feel is easier for our students to learn (familiarity with topic, more cognates for example)
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Year 9 French and Spanish

What we teach in Year 9: French

- **Who I am?**
Family, friends, relationships, describing people, discussing friendship values, celebrities, and role models.
- **Free time activities and hobbies:** talking about what I enjoy doing/ did/ will do/ would like to do in my spare time, discuss modern technologies (advantages and dangers of the internet)
- **School life** discussing subjects and teachers, rules and uniform, problems.
Comparing Primary and secondary school, talking about extra-curricular activities

Why we teach in that order:

We have ordered the topics in a way that allows students of all abilities to revise essential items of grammar and vocabulary while providing opportunities for the most able to be challenged.

What we teach in Year 9: Spanish

- **Holidays, activities, and weather**
Making reservations, Making complaints
- **School life:** discussing subjects and teachers, rules and uniform, problems.
Comparing Primary and secondary school, talking about extra-curricular activities
- **Family & relationships:** describing family and friends, discussing socialising & making arrangements, discussing Apps and social media
Talking about reading

Why we teach in that order:

This year our Y9 students are all beginners and there are studying an accelerated course. As per our Y7 Spanish curriculum, we have planned the units in an order which ensures that students of all abilities acquire the essential items of vocabulary and grammar as soon as possible whilst providing opportunities for them to be able to talk about themselves and the world around them.



Year 10 French and Spanish

What we teach in Year 10: French

- **Holidays:** discussing favourite types of holidays (advantages and disadvantages), countries and climates, activities, ideal holidays.
- **Everyday life, Celebrations and Festivals:** describe daily routine, discover Festivals and in French speaking countries, describe festivals and celebrations in the UK
- **Town and countryside:** describing my local area and town/villages, advantages, and disadvantages of leaving in town/ in the countryside, discussion environmental issues such as pollution. Talking about the future.

Why we teach in that order:

We try to match the topics with the time of year, in September as we return to school after the Summer holidays we discuss holidays: past and future, then just after Christmas we discuss special occasions, celebrations and festivals (Christmas, Easter etc). In the Summer term we learn to describe our town/ local area and discuss various issues relating to this topic. We ensure that we cover topics from the main 3 GCSE themes so that our students' knowledge is wide enough to tackle the requirements of the end of year examinations.

What we teach in Year 10: Spanish

- **Free time and hobbies:** Describing sports, free time, new technologies (advantages and dangers), Healthy lifestyle
- **Town & countryside:** Places in town and shopping, describing a region & what you can do, making future plans, directions. pros and cons of city life, geography of Spain, Arequipa (Peru)
- **Customs and traditions** Eating and daily routines, illness, injury and what to do! Food and festivals, eating in a restaurant

Why we teach in that order:

These topics come as a natural progression to the topics which were studied in Y9.



Year 11 French and Spanish

What we teach in Year 11: French and Spanish

- We start in September by finishing topics started in Y10
 - French: Holidays
 - Spanish: Customs and Traditions
- **World of work:** discussing jobs (current and future), career prospects, lack of jobs
- **World issues:** discussing world issues such as environmental problems: growing population, health, healthy lifestyles, natural disasters, homelessness, globalisation and fair trade
- **Revision for GCSE examinations** (please see the Key Stage 4 Assessment page for the detail of the GCSE Examinations in MFL)

Why we teach in that order:

We teach these two topics in Y11 because they are both complex both in terms of content and language. We feel that older students are generally better equipped at discussing these issues. Most are also at the point where they have acquired a wider knowledge of target language vocabulary and developed skills that can help them deal with more advanced topics.



End of Key Stage 4 Assessment: GCSE Examinations in MFL (both the same for French and Spanish)

GCSE French and Spanish- Key features

<p>There is one examination in each skill:</p> <ul style="list-style-type: none"> -Speaking -Listening - Reading (Includes translation from French/ Spanish into English) - Writing (includes translation from English into French or Spanish) <p>Each skill represents 25% of the final mark.</p>	<p>There two tiers of entry: Foundation Tier: Grades 1-5 Higher Tier: Grades 3 to 9</p> <p>There is no coursework. All the assessment is taking place in examinations conditions in our school at the end of Year 11 and marked externally.</p> <p>The speaking test is conducted by the class teacher or a member of our team usually in March or April of Year 11 but is externally marked.</p>	<p>Students must study 3 main themes: Theme 1: Identity and culture Theme 2: Local, nation, international and global areas of interest Theme 3: Current and Future Study and Employment</p> <p>For detail and subdivision please consult the AQA website: https://www.aqa.org.uk/subjects/languages or speak to a member of our team.</p>
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Year 12 and 13 French

The content of the A level course is spread over 2 years. Students must study three main aspects of French speaking society. “The approach is a focus on how French speaking society has been shaped, socially and culturally and how it continues to change” (Source: AQA French A level Specifications). Here are the three aspects:

1. Current trends social issues (6 subtopics, 3 studied in Y12 and studied in Y13)
2. Artistic culture (3 subtopics studied in Y12)
3. Political life (3 subtopics studies in Y13)

In addition, students must study one literary work and one film, they must also research a topic independently which they will present and discuss as a part of their speaking exam at the end of Y13.

Classwork and independent work on the topics outlined below aim at developing the four main skills: Speaking, Listening, Reading and Writing as well as translation and summary skills, literary and cinematographic analysis skills. Grammatical knowledge and vocabulary acquisition are also key elements of the course.

At the end of Y13 students will sit the AQA A level external examinations (the speaking part will be conducted by one of their language teachers). They will sit the following papers (all externally marked):

Paper 1: Listening, Reading, Summary and Translations	Paper 2: Essay writing on book(s) and/or film (2 essays of about 300 words each)	Paper 3: Speaking a. Topic-based discussion based on a card b. Independent research project (presentation followed by discussion)
Weighting: 50%	Weighting: 20%	Weighting: 30 %

Term	Content of Year 1	Content of Year 2
1	Social Trends 1: The changing nature of family	Work 2 Film: TBA IRP Essay work
2	Social Trends 2: Cyber society, new technologies Work 1 Book: NO et Moi (by D de Vigan)	Social Issues 1: Positive features of a diverse society Social Issues 2: Life for the marginalised
3	Social Trend 3: The place of voluntary work Essay work	Social Issues 3: How criminals are treated Aspects of Political Life 1: Teenagers, the right to vote and political commitment
4	Artistic Culture 1: Cultural and historical heritage	Aspects of Political Life 2: Demonstrations, strikes and the powers of the trade unions Aspects of Political Life 3: Politics and immigration
5	Artistic culture 2: Contemporary francophone music	A level Speaking Tests Revision External Examinations
6	Artistic Culture 3: Cinema the 7 th art form Internal End of Year Exams Launch of Independent Research Project (IRP)	