

KS3 CURRICULUM
NATIONAL CURRICULUM

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

Vision :

A Lakelands MFL Student should....
Be open-minded to other cultures, have a degree of fluency in MFL, be an independent learner, understand the relevance of language learning and have the confidence to interact with others.

Intent:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster students' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Grammar and vocabulary:

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

- use accurate grammar, spelling and punctuation

Linguistic competence:

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

KS3 CURRICULUM

	Intent	Implementation	Impact
KS3 Curriculum	<p>MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.</p> <p>The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language.</p> <p>The KS3 curriculum allows students to explore diverse</p>	<p>All Year 7 students are provided with the opportunity to study French and those who show an aptitude for languages will also study Spanish in Yr 8 & 9.</p> <p>Students are taught in mixed ability classes in Year 7 and then ability sets from Yr 8.</p> <p>Languages are studied at Primary School, and in some schools, French lessons are delivered with a member of LA</p>	<p>All students will be open-minded to other cultures, have a degree of fluency in MFL, be an independent learner, understand the relevance of language learning and have the confidence to interact with others.</p> <p>(% students making expected progress Evidence of book scrutiny, learning walks, moderation</p>

	<p>topics and more complex grammar, allowing them to express themselves in a foreign language. The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country. Differentiation, particularly for SEND, should enable all learners to reach their full potential. The curriculum is challenging for the most able as it deals with skills requiring higher order thinking. The curriculum promotes skills transferable to a wide range of careers.</p>	<p>staff in the second half of the summer term. Languages are further promoted prior to Year 7 through the Taster Days. Some students are already familiar with KS3 vocabulary topics and the Year 7 schemes of learning build on this. Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge. Teaching is based on a differentiated curriculum across Years 8 & 9. Students are expected to develop familiarity of linguistic terminology and lessons are partially taught in the target language. Teachers use a wide range of strategies to suit all learning styles and needs. Students are regularly given opportunities to challenge themselves through extension tasks. Students are taught to communicate</p>	<p>Participation in foreign trips.)</p>
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		effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.	
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GCSE CURRICULUM
DfE GCSE MFL CONTENT

Intent :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_languages.pdf

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

GCSE MFL courses should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge

- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

GCSE SPECIFICATIONS

FRENCH

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

SPANISH

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

GCSE Spanish/French helps students to explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in France/Spain to international campaigns and events. They will learn about Spanish/French culture through a range of interesting topics which will add to their understanding of the languages and countries.

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Spanish or French means they will:

- add an extra dimension to their personal skills profile which will impress anyone who reads their CV
- be in a stronger position to get a job in companies with international links or improve employability if they would like to work abroad
- be able to work or study in a Spanish or French-speaking country in later life
- be able to study AS and A level Spanish and French courses to further their knowledge of the languages and cultures
- find it easier to learn other languages later if they want to

GCSE CURRICULUM

	Intent	Implementation	Impact
GCSE Curriculum	MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture,	All students who follow Pathway 1 will study French at KS4 with the option of also studying Spanish. All other students have the option of	Be open-minded to other cultures, have a degree of fluency in MFL, be an independent

	<p>therefore promoting global citizenship. The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication. The GCSE curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts. The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It is also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country.</p>	<p>studying at least one MFL at KS4. The SOW are designed to recap knowledge at the beginning of each module and students are then expected to build on that through targeted skills development and a rigorous assessment framework. The department uses a variety of creative and engaging resources that are designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the new GCSE exam. Teaching is based on a differentiated course (Foundation or Higher) across Years 10 and 11, alongside an online resource bank which students can access independently. Students are expected to develop confidence with linguistic terminology and lessons are partially taught in the target language. Teachers use a wide range of strategies to suit all learning styles and needs, be it at</p>	<p>learner, understand the relevance of language learning and have the confidence to interact with others. (GCSE results - progress and attainment Pupil voice Evidence of booklooks, learning walks, moderation Foreign trips)</p>
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	<p>Differentiation, particularly for SEND, should enable all learners to reach their full potential. The curriculum is challenging for the most able as they are expected to be able to manipulate language both for purpose and audience.</p> <p>Careers: the aim is to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.</p>	<p>Foundation or Higher tier.</p> <p>Students are taught to write at length and creatively about different topics. Students are taught to communicate fluently and effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.</p>	
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