



CURRICULUM OVERVIEW

Modern Foreign Languages



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.

Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

MFL Curriculum Intent:

Lakelands students study a knowledge rich MFL curriculum, which is broad and ambitious. Throughout their language lessons they will acquire the skills needed to develop the four main skills of listening, speaking, reading, and writing in the target language. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practiced so that students become confident communicators in a variety of contexts. They will be curious learners with the confidence to adapt the language to their specific needs. They will ask questions about structure and think critically about how the language works. The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar context including People and lifestyle, Popular culture and the World around us. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a multicultural society. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage.

How the MFL curriculum links to our core Curriculum Principles:

Lifelong Learning	Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries and communicate with speakers of other languages.
Aspiration to succeed	The curriculum is designed to build on levels on challenge and complexity of skills to enable students to succeed. Language related careers are signposted as part of the curriculum.
Knowledge building	Regular retrieval practice is embedded in curriculum delivery to enable learners to recall prior learning whilst building on this prior knowledge to further develop their linguistic skills.
Empathy for others	Values of compassion, tolerance, inclusion and diversity are reinforced through the curriculum, strengthened by an understanding of different cultures around the world.

IMPLEMENTATION

All students in Key Stage 3 study French to enable all students to develop their depth of knowledge and master the skills necessary to become confident and competent linguists. The majority of students then continue studying French in KS4. Modern Foreign Languages at Lakelands Academy are taught using EPI (Extensive Processing Instruction) a methodology developed by Dr. Gianfranco Conti. This enables the teaching of lexis (vocabulary) and grammar to perform real world communicative tasks through a range of high frequency L2 (second language) chunks and constructions. Extensive processing instruction (E.P.I) prioritises the teaching of chunks derived from Communicative Functions over the teaching of single words and traditional grammar, in the belief that this approach:

1. Reflects the way the brain is hard-wired to acquire languages;
2. Speeds up fluency as it is a faster and more efficient way of producing language;
3. Facilitates processing by reducing the cognitive load on working memory;
4. Makes language learning more about communication and implicit learning and less about explicit learning and application of rules.

Whilst grammar still places a prominent role in EPI, it serves the expression of communicative functions, hence EPI is about communicative lexicogrammar, construction grammar and usage-based grammar. Modelling is a key aspect of teaching in MFL to support oracy and fluency. Opportunities at KS3 and 4 provide students with real world contexts to apply their knowledge, this includes visits abroad as well as drawing on the wealth of material available online to support cultural and social awareness. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall. MFL lessons are engaging, delivered by a team of experienced linguists, who are passionate about promoting world cultures and have extensive experience in language teaching and learning.

The GCSE curriculum focuses on 3 themes which are then threaded throughout KS3 teaching. This new course is for students currently in Year 10 and below:

Theme 1 – People and Lifestyle:

Topic 1 – Identity and Relationships with others

Topic 2 – Healthy living and lifestyle

Topic 3 – Educations and work

Theme 2: Popular Culture

Topic 1 – Free-time activities

Topic 2 – Customs, festivals and celebrations

Topic 3 – Celebrity culture

Theme 3: Communication and the world around us

Topic 1 – Travel and tourism, including places of interest

Topic 2 – Media and technology

Topic 3 – The environment and where people live

Year 7 Curriculum Implementation

The MFL Department aims to instil the love of languages that every young person should embrace through an understanding of the global world and an ability to communicate in an international society. This is achieved through the development of students' skills to talk about themselves and the issues that affect them directly such as school, family and their interests. Year 7 is an important year in MFL to embed the three key pillars of language learning: phonics, grammar and vocabulary. It is essential in Year 7 to lay a firm foundation for future language learning within KS3 and KS4, where learners feel confident to participate and build on their language and communication skills. We ensure appropriate support and challenge is offered where needed. Some of the strategies employed to enable lower ability and (where relevant) SEND learners to fully access this challenging curriculum include: 'chunking' information, frequent verbal feedback; providing writing frames and scaffolds and using skilful questioning to prompt ideas and support. Higher ability learners are challenged to write in more depth and analyse texts to pull out key grammatical points to help aid their learning

	Knowledge and skills	Assessment
1	Students will learn how to talk about themselves and their brother/sisters, express likes and dislikes and describing others whilst recapping the basics covered in KS2 such as days, months and numbers. They will focus on pronunciation, alongside learning common present tense verbs and adjectives. (September – November)	Mod 1 Listening, Reading & Writing Assessments
2	Students will build on the vocabulary and skills covered during the first topic and will move onto the topic of school where they will learn to give opinions about subjects and describe their uniform. Within this they will also learn about regular –er verbs, negatives and more adjectives. They will learn about life in a French school and how it compares to Lakelands before learning how to describe their ideal school. (November – February)	Mod 2 Listening, Reading & Writing Assessments
3	Students will continue to build on the skills, vocab and phonics covered in the first 2 units and will move onto the topic of free time and leisure activities. They will learn to describe what sports and activities they play/do along with giving opinions using J'aime + infinitives. They will also learn to form questions and use cognates and context to decode texts. (March – May)	Mod 3 Listening, Reading & Writing Assessments
4	Students will continue to build on the skills, vocab and phonics covered in the first 3 units and will move onto the topic of family life including pets and home. They will learn to use a wider variety of grammatical terms such as possessive adjectives and partitive articles in their writing and will also learn about French traditions. (June - July)	Mod 4 Listening, Reading & Writing Assessments

Cross-curricular links in Y7: Numeracy – telling the time, PE – talking about sports they enjoy, Religious Studies – customs and traditions, PSHE – relationships, Geography – francophone countries

Careers link in Yr7: During the first half term – A to Z in Languages – homework research task.

Year 8 Curriculum Implementation

In Year 8, our students are challenged to recap/revisit and apply Year 7 content and skills in new contexts, having learnt basic grammatical structures and present tense formation in Year 7. During the course of Year 8 the content and grammatical knowledge becomes more complex. High-frequency vocabulary and phonics are recycled in different contexts, which strengthens the knowledge base. The curriculum is also designed to introduce students to new topics (Holidays, Festivals, Local area) with further vocabulary learning to enable them to vary their language, crucial to GCSE success. We aim to encourage students to be creative with language, to use more mature structures and vocabulary to understand and respond to speakers of the language and to give them the skills to cope on a global stage.

	Knowledge and skills	Assessment
1	Students will build on the skills and knowledge covered in Year 7 and will learn how to describe what they did during the holidays. They will learn how to recognise and use the past tense in both regular and irregular forms and then combine that with the present tense that they learnt in Year 7 to compare present and past holidays. They will continue to build on their phonics awareness alongside learning how to use negatives accurately in two tenses. (September – November)	Mod 1 Listening, Reading & Writing Assessments
2	In this topic, we aim to improve students' cultural awareness through studying festivals and celebrations in French speaking countries. Students will also practice transactional language and will begin to use the future tense in their speaking and writing. (December – February)	Mod 2 Listening, Reading & Writing Assessments
3	Our 3rd topic is building on work covered in Year 7 on the topic of free-time and will focus on digital technology. Students will learn how to form and answer a range of questions and will bring together the 3 tenses they have learnt previously, using them together in their spoken work. (March – May)	Mod 3 Listening, Reading & Writing Assessments
4	Students will build on the vocabulary and grammar covered throughout Year 7/8 and will move onto the topic of household chores and daily routine alongside revisiting the topic of where they live. They will continue to work on the skills of decoding words in reading texts alongside learning how to use <i>devoir/pouvoir</i> + infinitives. They will also practice the skill of using 3 tenses in their writing. (June – July)	Mod 4 Listening, Reading & Writing Assessments

Cross-curricular links in Y8: RE – festivals and celebrations, Year 8 Normandy Trip – History/Geography, Geography – francophone countries, Careers – Jobs, IT – digital technology

Careers link in Yr 8: [At the start of the academic year - Careers in Languages Unifrog powerpoint presentation](#)

Year 9 Curriculum Implementation

Year 9 is a key transitional year in MFL in which students are taught to consolidate and apply their invaluable knowledge from Year 7 and 8 to a greater depth on familiar and new topics. The focus is also for students to gain a proficiency in the core vocabulary and grammatical skills that will underpin their learning at GCSE. Students are expected to apply their fundamental building blocks of knowledge to greater depth and detail. There is a focus in Year 9 on students consolidating and improving all 4 skills which will allow them to seamlessly move onto the GCSE course.

	Knowledge and skills	Assessment
1	Students will begin Yr. 9 by consolidating their knowledge and skills on the topic of themselves and their daily lives. They will build on their knowledge of Past, Present and Future tenses and apply these in new contexts. They will also learn to use reflexive verbs when describing relationships with others. (September – November)	Mod 1 Listening, Reading & Writing Assessments
2	Building on the skills and knowledge covered in Topic 1, students will begin to be taught vocabulary and grammar to allow them to describe their future plans and what they think the world will be like in the future. They will learn to become increasingly accurate in their use of the future tense in both the regular and irregular forms, alongside revising modal verbs in the present tense. (December – February)	Mod 2 Listening, Reading & Writing Assessments
3	In this topic, students will build on their knowledge of previously learned vocabulary whilst being introduced to the imperfect tense to describe what life used to be like when they were younger. They will learn to use comparatives to compare primary and secondary schools while using both present and imperfect tenses together. They will learn to use the imperfect tense, alongside revising perfect, present and future tenses. (March – April)	Mod 3 Writing Assessment- Mid module Writing Assessment
4	In their final Year 9 topic students will build on prior learning on the wider themes of 'Media & technology,' and 'My personal world.' Students will develop their skills of listening and transcribing and forming and answering questions, alongside a focus on the phonic sounds of é, er and ez. They will continue to consolidate their use of the present, and past tenses while learning to use the near future tense accurately. They will also explore events in the francophone world to expand their cultural awareness. (April-July)	Listening, Reading & Writing Assessments
Cross-curricular links in Y9: Science – Inventors, IT– Use of technology & Online safety, PSHE – Relationships, positive role models, Religious Studies – National values		
Careers link in Yr 9: Year 9 Pre-options presentation related to careers in January.		

Year 10 Curriculum Implementation (New GCSE)

The Year 10 curriculum aims to combine the application of students' knowledge and grammatical skills learnt in Y9. Students are expected to be able to apply their knowledge of time frames, opinions, and verb conjugations to their learning about Education, Holidays and Healthy living. They are also encouraged to gain an even deeper appreciation of the cultural differences between the UK and French speaking countries through the comparison of education in French speaking countries around the world, and traditional dishes served in Francophone countries. This study aims to highlight our differences yet encourage an acceptance of said differences through discussion and an awareness of the cultural factors that have created these differences.

	Knowledge and skills	Assessment
1	Students will build on the knowledge and skills they covered throughout Key Stage 3 throughout Year 10. In this topic students will build on prior learning and will learn to talk about positive role models and the importance of good friendships. They will recap using sequencers and adjectives and learn how to use emphatic and direct object pronouns in their speaking and writing. Within this topic students will learn about French speaking celebrities and explore the French national values of Libert�, Egalit�, Fraternit� and what they signify. (Sept – Nov)	Module 2 Listening, Reading & Writing Assessments
2	The second topic in Year 10 covers school life, past & present as well as looking ahead to the future. They will learn to use comparative adjectives, and become more confident in using the past, present and future tenses alongside using a wider range of negatives. (Dec – Feb)	Module 3 Listening, Reading & Writing assessments.
3	In this unit students will cover the topic of Health and Wellbeing. They will learn to talk about meals, positive mental health, unhealthy lifestyle choices and make resolutions for a healthier life. They will revisit modal verbs (pouvoir, vouloir) and learn how to form reflexive verbs in the present and past tenses. (Feb – April)	Year 10 Exams (Modules 1-4) Start of Summer term
4	The fourth topic covered in Year 10 is based around Travel and Tourism. Students will continue to build on their prior learning and will learn how to talk about holidays in 3 tenses, booking accommodation, holiday activities and what their ideal holiday would be. They will also study festivals around the world do develop their cultural awareness. They will be learning how to use more complex sentence structures such as si+ present tense + future tense to further develop their speaking and writing skills. (May – June)	Module 5 Listening, Reading & Writing assessments
5	The final topic studied in Year 10 is 'Our planet'. Students will learn how to discuss environmental problems and how we can protect the environment. They will learn the language associated with weather and climate along with looking at the climates of francophone countries. They will revisit comparative and superlative adjectives and learn how to use en + present participle. (May-July)	Module 6 Listening, Reading and Writing assessments.

Cross-curricular links in Y10: Sport – Healthy lifestyles, RE – festivals and Celebrations, Science – Environment

Careers link in Yr 10: Guest Speaker – Vicky Wilkinson will present to year 10 - studying MFL in university and the opportunities this presented

Year 11 Curriculum Implementation (New GCSE)

In Year 11, our students deepen their understanding of the world around them through the themes *Mon petit monde à moi* and *Mes projets d'avenir*. They explore their personal identity, relationships and daily life, as well as their aspirations for the future, including further study, career ambitions and life plans. As they consolidate linguistic knowledge from Years 9 and 10, students are increasingly expected to retrieve and apply a wide range of vocabulary and grammatical structures with greater fluency and independence. By engaging with these themes, they develop the confidence to express opinions, describe experiences and discuss their future pathways, equipping them to use French with accuracy and insight in real-world and global contexts.

	Knowledge and skills	Assessment
1	Students will begin Year 11 by consolidating the skills and language they have learnt previously. They will then apply those skills to the topic of the world around them. This unit will include describing their local area and home, understanding directions, talking about shopping, and describing their town or village. They will become increasingly confident in spotting & using different tenses. Students will also learn the pronoun 'y', use 'de' to indicate possession, 'si' clauses and gain confidence in working out the meaning of unfamiliar words & build on their understanding of 'si' clauses. During this term students will also begin work on the preparation for their speaking exam. (September – December)	Yr 11 Mock exams - December
2	The final topic studies in year 11 will build on the knowledge and skills covered in the Autumn term and apply it to the topic of future aspirations, work and future careers. They will learn to talk about their future plans, including summer activities, career ambitions & ways to earn money. They will learn how to discuss job sectors, job preferences, suitability for particular jobs and hopes for the future. They will also discuss and give opinions on the world of reality TV and influencers. Students will develop confidence using a range of structures & different tenses to express the future. They will gain confidence using après avoir + a past participle. (January – March)	Module 8 assessment Yr 11 Mock Speaking Exams - January Yr 11 Mock Exams - February
3	Structured revision will take place in all lessons from this point focussing on Speaking exam preparation and practising the skills needed for the listening, reading and writing papers. Lessons will involve going through past papers and honing exam skills ready for the final exams.	Past Papers

Cross-curricular links in Y11: Careers, Science – Environment

IMPACT OF THE MFL CURRICULUM

Progress is measured within lessons, through low stakes testing and cold calling and over terms, years, and key stages via summative and cumulative testing. Homework is used to consolidate learning and regular retrieval practice in lessons ensures progress over time. Immediate feedback plays a crucial role in determining and resolving misconceptions in understanding and application. Marking of written texts and assessments by the teacher provides students with more detailed feedback. Proficiency is achieved through regular opportunities to practice reading, writing, listening and speaking the target language, recalling key vocabulary and structures, redrafting and improving work written work. Engagement in MFL will be evident in a healthy uptake for GCSE, and again on to higher education.

Conversations about travel, holidays and links to careers throughout the school year will show students how they can easily apply their language skills to real life experiences. Linguists will be proud of their communication skills and their links with abroad. The diverse and knowledge rich curriculum should develop confident and articulate linguists who want to discover more about the world around them.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the MFL curriculum

Personal Development	Learning languages can be a major part of our student's personal development plan. Not only will speaking more than one language help them stand out from the crowd but could also open up a world of new career opportunities with more companies than ever having a global outlook. Learning a language will improve key skills such as negotiating, communication and problem solving. Studies also show that learning another language increases your brain capacity and improves memory.
SMSC	Spiritual development in MFL is facilitated through providing students with opportunities to consider the way we communicate and why. We help the students to understand and begin to question the numerous ways that people have developed to express themselves and their ideas. Moral education in MFL concerns pupils using the vehicle of languages to make a personal response to moral issues such as students discussing education, family, wealth and poverty and broader social issues (environment, homelessness) in detail. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce, and other such topics. Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking at festivals such as La Toussaint, Christmas and Easter traditions. Students will also develop an appreciation of art, music and literature through their studies as literary texts are a fixed element in the reading exam at GCSE and also covered as part of our KS3 course.

British Values	<p>Students can explore individual liberty, which is part of British values, through a study of authentic texts, audio and video. Studying modern languages gives numerous opportunities to explore individual liberty as a concept that applies in different ways in different countries. The core values of mutual respect are promoted in the MFL classroom to encourage participation by all. Everyone is supported to engage and speak up. Most students face challenges when speaking aloud in a second language and many lack confidence. All verbal participation is celebrated and supported by peers. Classroom debates take place in French/Spanish which allow all opinions to be heard in a respectful way and gives the opportunity for students to learn about democracy. The study of MFL promotes and encourages an appreciation of different faiths, beliefs and ways of life. Students learn about aspects of different cultures - food, music, entertainment, festivals and traditions. KS3 resources promote lifestyles beyond Europe. In our GCSE curriculum we talk about different family celebrations across the world and how religion and faith play a part in these. Students also learn about the wider world and our global community as part of their GCSE course.</p> <p>In French GCSE we enable discussions about the wider world and global community which discusses the legal system and the rule of law which allows a discussion of the differences between the British political system and the systems in other French speaking countries.</p>
Extracurricular & Enrichment	<p>Enrichment trips to local universities Visits from Languages graduates Foreign language Film club MFL Homework club</p>

Careers in the MFL curriculum

Throughout KS3 and 4, we ensure coverage of careers within the curriculum to give students an awareness of the job opportunities that will be open to them after studying languages. Currently, there is a high demand for linguists across a range of sectors. Linguists work in travel and tourism industries, hospitality and catering, translation and interpreting, teaching, law, banking, media, sport and consultancy, as well as many forms of engineering and different government departments. Typical employers include: • local and central government • tour operators • global corporations • schools, colleges and universities • police force • professional sports teams • legal firms • energy companies • advertising agencies

Cultural Capital in the MFL curriculum

The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement

Culture is a natural element of language learning with a plethora of opportunities to learn about how other people live around the world. At Lakelands, we encourage the teaching of all aspects of different cultures, from country specific festivals to learning about how school life differs in Francophone countries from that in the UK. MFL endeavours to be an inclusive subject, supporting students to achieve GCSE qualifications in their native language. We have recently entered students for their native languages of German, Portuguese, Polish and Spanish. Examples of cultural development in MFL include:

- Comparing religious festivals such as All Saints Day, Christmas and Easter.
- Discussing the origins and significance of language specific festivals such as Mardi Gras and Bastille Day.

SEND in the French Curriculum

Our French curriculum is designed to be fully inclusive and accessible for all learners, including those with SEND. Using the Dynamo 1, Dynamo 2 Rouge/Vert, Dynamo 3 Rouge/Vert and AQA GCSE courses, we provide a clear, sequenced curriculum with built-in differentiation to support varying learning needs. The use of Rouge and Vert pathways allows for appropriate challenge and scaffolded progression, ensuring that students can access the same core knowledge at a suitable level.

Our teaching is underpinned by the Gianfranco Conti approach, which places a strong emphasis on comprehensible input, high-frequency vocabulary, sentence-building, extensive retrieval practice and structured repetition. This supports memory, confidence and language retention, particularly for learners who benefit from overlearning and routine. Lessons are highly scaffolded, with modelling, chunking of language, visual support, phonics-based instruction and regular opportunities for speaking and writing success. This approach helps reduce cognitive overload, builds independence and ensures that SEND learners can make strong progress alongside their peers.

Safeguarding in the French Curriculum

Our KS3 and KS4 French curriculum contributes to a strong safeguarding culture by creating a classroom environment where students feel safe, respected and confident to express themselves. Through the study of French language and culture, students explore themes such as identity, relationships, healthy lifestyles, family life, diversity and life in the wider world, helping them to develop empathy, tolerance and cultural understanding.

Classroom routines promote mutual respect, positive communication and appropriate discussion, while collaborative speaking activities help students build confidence, resilience and respectful listening skills. Authentic texts and cultural topics provide opportunities to discuss values, equality and global citizenship in an age-appropriate way, supporting students' personal development alongside academic progress.

Our consistent use of the Gianfranco Conti approach ensures clear routines, high expectations and inclusive participation, helping all learners feel supported and secure. By fostering strong relationships, promoting student voice and maintaining an inclusive learning environment, the French curriculum plays an important role in supporting students' wellbeing and contributing to the wider safeguarding ethos of the school.