



# Modern Foreign Languages Curriculum Information, Intent and Map

Hutton Church of England Grammar School

### **Staff:**

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### **Intent:**

The MFL curriculum at Hutton encourages students to discover and develop an appreciation of another language whilst deepening the understanding of their own. As a church school, through learning a foreign language, we aim to develop cultural awareness and encourage an understanding and a greater tolerance of others in the wider world. The KS3 curriculum provides a solid basis for transition to the skills required at GCSE level and beyond, whilst giving students the ability and confidence to manipulate and produce the target language. Students are encouraged to express themselves freely whilst giving and justifying points of view. The systematic teaching of grammar and phonics ensures that learners are able to do this confidently and accurately. Students are challenged to develop their resilience and work both independently and with others. Intent is for strong uptake at GCSE, improved uptake at KS5 and good achievement in all academic qualifications.

‘And they were filled with the Holy Spirit and began to speak in other tongues as the spirit gave them utterance...’ (Act 2:4)

## **Languages Programmes of Study: Key Stage 3 National Curriculum in England**

### **Purpose of Study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' 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, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **Aims**

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.

## **Attainment Targets**

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

## **Subject Content in Key Stage 3**

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in

listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

**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

♣ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

### Curriculum Map French:

| Year  | Half term 1   | Half term 2                          |  | Half term 3             | Half term 4   |  | Half term 5                                      | Half Term 6   |
|---|---|--------------------------------------|--|-------------------------|---|--|--|---|
| <b>7</b>  | Baseline assessment.<br><br>Introductions and personal information. | Free time                            |  | Free time               | School  |  | School   | Town  |
| <b>8</b>  | Holidays  | Picture based discussion on holidays |  | Transactional language  | Daily routine and chores  |  | Media  | Media continued.<br>Study of French film Petit Nicolas. |
| <b>9</b>  | Identity and culture  | Identity and culture                 |  | Home and local area     | Home and local area   |  | Free time  | Free time   |
| <b>We follow the Edexcel French GCSE specification.</b> |   |                                      |  |                         |   |  |  |   |
| <b>10</b>   | Holidays  | Holidays                             |  | School                  | School  |  | Daily life and celebrations                      | Daily life and celebrations                             |
| <b>11</b>   | Future plans and aspirations  | Future plans and aspirations         |  | International Dimension | International Dimension.<br><br>Preparation for speaking exam; role play and photo card |  | Writing exam techniques.<br>Past paper practice. | GCSE Examinations                                       |

|   |  |  |   |  |   |   |
|---|--|--|---|--|---|---|
|   |  |  |   | practice, presentation and conversation.                                     |   |   |
| <b>We follow the AQA French A level specification</b> |  |  |   |  |   |   |
| <b>12</b>   | <p>The changing family</p> <p>Grammar revision and development.</p>  | <p>Cyber society</p> <p>Grammar revision and development.</p> <p>View the film 'La Haine'</p>  | <p>The role of the volunteer</p> <p>Study of the film 'La Haine'</p>  | <p>Heritage in Francophone countries</p> <p>Study of the film 'La Haine'</p> | <p>Contemporary Francophone Music</p> <p>Study of the film 'La Haine'</p> <p>Study of the novel 'No et Moi'</p> | <p>Francophone cinema</p> <p>Study of the film 'La Haine'</p> <p>Study of the novel 'No et Moi'</p> |
| <b>13</b>   | <p>Politics, young people and the right to vote.</p> <p>The positive aspects of a diverse society.</p> <p>Study of the novel 'No et Moi'</p> | <p>Politics, young people and the right to vote / Protests and strikes – who has the power?</p> <p>The positive aspects of a diverse society / Life for the marginalised in society.</p> <p>Study of the novel 'No et Moi'</p> | <p>Protests and strikes – who has the power?</p> <p>Life for the marginalised in society.</p> <p>Individual Research Project.</p> | <p>Politics and immigration</p> <p>Crime and punishment</p>                  | <p>Photo card practice. Translation, reading and listening practice. Exam technique.</p>                        | <p>A Level Examinations</p>   |

### Curriculum Map German:

| Year  | Half term 1  | Half term 2   |  | Half term 3  | Half term 4  |  | Half term 5  | Half Term 6  |
|---|--|---|--|--|--|--|--|--|
| <b>We follow the AQA German A level specification</b> |  |   |  |  |  |  |  |  |
| <b>12</b>   | The changing family<br><br>Festivals and traditions<br><br>Grammar revision and development. | The changing family<br><br>Festivals and traditions<br><br>Grammar revision and development.<br><br>Study of the film 'Goodbye Lenin' |  | The digital world<br><br>Art and architecture<br><br>Study of the film 'Goodbye Lenin' | The digital world<br><br>Art and architecture<br><br>Study of the film 'Goodbye Lenin' |  | Youth culture; fashion, music, television<br><br>Berlin cultural life – then and now<br><br>Study of the film 'Goodbye Lenin'<br><br>Study of the novel 'Der Vorleser' | Youth culture; fashion, music, television<br><br>Berlin cultural life – then and now<br><br>Study of the film 'Goodbye Lenin'<br><br>Study of the novel 'Der Vorleser' |

**For additional course & curricular information please see:**

**GCSE:** Options Booklet (KS4 Curriculum & GCSE Options Information Tab)

**A Level:** Sixth Form Course Booklet (Sixth Form Course Booklet Tab)