

MODERN FOREIGN LANGUAGES (MFL) CURRICULUM STATEMENT

Learning a foreign language is a liberation from insularity and provides an opening to other cultures and global citizenship. The MFL curriculum at The Trafalgar School at Downton will foster students' curiosity in, and deepen their understanding of, the world around us. The curriculum will enable students' to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will 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 will provide the foundation for learning further languages, equipping students to study and work in other countries.

CURRICULUM INTENT – *CURRICULUM IMPACT

- a. From listening and reading: Students will re-work and <u>adapt</u> a range of texts and speech, across a variety of topics, so that *they can communicate with increasing effectiveness and complexity, giving personal accounts, descriptions and opinions, across a range of themes and topics.
- b. From listening and reading: Students will use their learning to handle unseen/unheard passages of the TL so that *they can show understanding in gist or in more detail of a range of texts across different topics with confidence.
- c. Students will learn the functions and role of key grammatical notions such as nouns (gender and number), verbs (conjugation and tense) and sentence structure (relative position of words and syntax) so that *they can communicate with increasing accuracy and precision and gain deeper insight into the inner workings of the language.
- d. Students will learn how the sounds and spellings in the foreign language differ from English so that *they can communicate effectively and with increasing fluency and spontaneity with (potential) native speakers.
- e. Students will use and exploit passages of the target language which are from differing sources (literature, song, poem etc.) so that *they acquire an understanding of the range of language being used in the target language's culture(s) and an understanding of the cultural similarities and differences to their own culture.
- f. Students will be encouraged to approach their learning with good humour and confidence so that *they develop an open and broad-minded approach to cultural and linguistic differences.

Where possible students will have the opportunity to visit Spain/France.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	TALKING ABOUT WHAT I CAN SEE	TALKING ABOUT WHERE I LIVE	TALKING ABOUT PEOPLE	TALKING ABOUT MY LEISURE TIME	TALKING ABOUT MY HOME	TALKING ABOUT A FUTURE
						HOLIDAY
Key learning	Students learn how to connect sounds	Students learn how to describe a	Students learn how to give details	Students learn how to talk about	Students learn how to describe	Students learn how to plan a
	to words using phonics to describe a	person and a place.	about themselves .	what they do in their free time.	their house or flat.	holiday.
	<u>picture</u> .	Understanding and using the verbs	Understanding and using key	Understanding and using present		
	Understanding and using nouns and	'to be' and 'to have'.	questions.	tense verbs.	Understanding and using	Using the near and simple future.
	adjectives.				prepositions.	
Assessment	Describe a picture	Describe a photo of a person or place	Take part in interview to find out	Spoken presentation on likes and	Spoken presentation on home.	Spoken presentation about coming
			information from partner.	dislikes regarding leisure activities.		summer holiday.
Homework	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using	Vocabulary learning using Quizlet
	3x Google Form tasks	3x Google Form tasks	3x Google Form tasks	3x Google Form tasks	Quizlet	3x Google Form tasks
					3x Google Form tasks	

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Yr8 Units	TALKING ABOUT A RECENT HOLIDAY	TALKING ABOUT MY FOOD PREFERENCES	GETTING TO THE DOCTOR	INVITING PEOPLE OUT	TALKING ABOUT SCHOOL LIFE	TALKING ABOUT A SPANISH SPEAKING COUNTRY
Key learning	Students learn how to describe a <u>past</u> holiday. Understanding and using the past tense.	Students learn how to talk about food. Understanding and using opinions and using time phrases.	Students learn how to find their way to a doctor when abroad. Using imperative; use of prepositions. Understanding and using polite forms of address.	Students learn how to invite others out for social reasons. Understanding and using expressions of desire	Students learn how to talk about school life and compare with life in school in Spain / Hispanic country. Understanding and using sequencing words;	Students learn how to talk about an imagined holiday in an Hispanic country. Students learn key details about a target Hispanic country.
				Understanding and using 12 and 24h time.	Understanding and using comparisons.	Understanding and using present continuous, preterite and expressions of immediacy (about to do) Gaining cultural understanding.
Assessment	Written account of past holiday.	Question and answer re: food preferences.	Role play in town finding the way	Writing an email / text to arrange a social occasion.	Presentation on likes / dislikes re: UK / Spanish school system.	'Facetime' presentation on what they are doing abroad.
Homework	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks
V 0 II '	TALKING ADOLIT MODERNI TEGU	TALKING ADOLITATEDIA	TALKING ADOLITANY SUTUPS	TALKING ADOUT WORK	ADVEDTICING WILEDS LLIVE	DEINIC A TOURIST IN A SPANISH
Yr9 Units	TALKING ABOUT MODERN TECH	TALKING ABOUT MEDIA	TALKING ABOUT MY FUTURE	TALKING ABOUT WORK	ADVERTISING WHERE I LIVE	BEING A TOURIST IN A SPANISH SPEAKING COUNTRY
Key learning	Students learn how to talk about use	Students learn how to talk about	Students learn how to discuss their	Students learn how to discuss money	Students consolidate learning from	Students learn how to survive
	of modern technology.	music, TV, film and books.	short term and longer term future	and jobs and what they do to earn	previous units to advertise where	abroad in a small range of typical
	Increasing range of opinions and use	Increasing range of opinions and use	plans.	money.	they live.	situations (shopping, travelling,
	of 3 tenses.	of 3 tenses	Increasing range of future tense			eating out, finding the way etc).
			expressions; near future, simple	Increasing range of time phrases	Register / use of formal language.	Use of formal modes of address.
			future as well as expressions of	and opinions.	Paying attention to style of	
			desire / intent.	Using modal verbs (to have to etc)	language to advertise.	
Assessment	Question and answer re: use of modern technology and tech preferences.	Written account of likes and dislikes re: media	Written / spoken presentation on plans for furutre.	Written / spoken account of how they earn money and what it is spent on.	Presentation on home town / village	Travel guide for target country.
Homework	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet	Vocabulary learning using Quizlet
	3x Google Form tasks to manipulate	3x Google Form tasks to manipulate	3x Google Form tasks to	3x Google Form tasks to manipulate	3x Google Form tasks to	3x Google Form tasks to manipulate
	vocabulary	vocabulary	manipulate vocabulary	vocabulary	manipulate vocabulary	vocabulary
				-	-	-
Terms V=10 Units	ALL ABOUT ME	THE POLE OF MEDIA IN MAY LIFE	MY LEISURE ACTIVITIES	4	WHERE I LIVE	6
Yr10 Units Key learning	Students learn how to talk about	THE ROLE OF MEDIA IN MY LIFE Students learn how to talk about	Students learn how to talk about	HEALTH AND FOOD Students learn how to discuss	Students learn how to talk about	MY HOLIDAY AND TRAVEL CHOICES Students learn how to discuss their
key learning	themselves, their families and their friends.	media (TV, films, books and modern tech)	their leisure and free-time activities	healthy lifestyles, including diet, exercise and health issues.	where they live (home and town) and the positives and negatives of town and country life.	holiday choices
Assessment	Speaking Q/A with teacher.	Speaking Q/A with teacher.	Speaking Q/A with teacher.	Speaking Q/A with teacher.	Speaking Q/A with teacher.	Speaking Q/A with teacher.
	90 – 150 word written assessment.	90 – 150 word written assessment.	90 – 150 word written assessment.	90 – 150 word written assessment.	90 – 150 word written assessment.	90 – 150 word written assessment.
Homework	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING
Vr11 IInita	EDUCATION AND SUTURE READS	ELITIDE CADEED POSSIBILITIES	DDODLEMS EACING THE WORLD	PEING A TOURIST		
Yr11 Units	EDUCATION AND FUTURE PLANS	FUTURE CAREER POSSIBLITIES	PROBLEMS FACING THE WORLD TODAY	BEING A TOURIST		
Key learning	Students learn how to discuss their	Students learn how to discuss issues	Students learn how to discuss	Transactional language (shopping, booking accommodation, eating out etc)		1
	education and future college /	surrounding work and future career	major societal and environmental	REVISION OF GCSE		
	university plans	choices	issues facing the world today.			
Accoccment	Speaking O/A with teacher	Speaking O/A with teacher	Speaking O/A with teacher			•

Speaking Q/A with teacher.

GCSE 'BACKBONE' LEARNING

90 – 150 word written assessment.

ONGOING VOCABULARY LEARNING

Speaking Q/A with teacher.

GCSE 'BACKBONE' LEARNING

90 – 150 word written assessment.

ONGOING VOCABULARY LEARNING

Assessment

Homework

Speaking Q/A with teacher.

GCSE 'BACKBONE' LEARNING

90 – 150 word written assessment.

ONGOING VOCABULARY LEARNING

CURRICULUM PROGRESSION MAPPING

	MFL - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING							
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND		
LISTENING	Students can understand words and short phrases across a small range of topics, spoken at a reasonable speed, repeated if necessary. They can identify very simple expressions of like / dislike	Students demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. They can transcribe familiar words.	Students deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), spoken clearly.	Students deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures (for example use of pluperfect, some use of subjunctive) and less familiar vocabulary, spoken clearly.	Students demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (for example subjunctive mood, passive mood, future perfect) and some less common vocabulary.	Students extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some uncommon vocabulary.		
SPEAKING	Students say single words and short phrases with support. They can imitate a model of correct pronunciation and intonation. They can answer simple questions. Students give basic information and opinions, using familiar vocabulary. They begin to show awareness of sound patterns.	Students take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Students describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Students begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Students begin to initiate and develop conversations and narrate events. Students use a wide range of common vocabulary and grammatical structures referring to the past, present and future. Students demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Students use increasingly accurate pronunciation and intonation.	Students initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures), referring to the past, present and future. Students demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Students use coping strategies to deal with unknown words and phrases. Students use pronunciation and intonation, which are mostly accurate.	Students initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Students use a range of less common vocabulary and more complex grammatical structures. Students use a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Students use pronunciation and intonation, which would be understood by a native speaker with some clarification or repetition.	Students initiate, develop, sustain and expand longer conversations and discussions independently. Students use language creatively to exchange and justify a range of thoughts and opinions. Students use appropriate register. Students use a wide range of less common vocabulary and more complex grammatical structures (including some Grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Students use pronunciation and intonation, which would be understood by a native speaker with occasional clarification or repetition.		
READING	Students demonstrate understanding of a range of familiar written phrases and opinions. Students can match sound to print by reading aloud words and phrases.	Students demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Students understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Students use a bilingual dictionary or glossary to look up unfamiliar words. Students translate simple sentences containing familiar vocabulary and grammar into English.	Students demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. Students use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Students translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.	Students deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Students understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Students translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	Students deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Students understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Students translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	Students draw inferences from a range of longer texts, including extracts from literary texts. Students respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. Students translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors		

WRITING	Students write a few short	Students write short texts for	Students write longer texts for	Students write longer coherent texts	Students write coherent extended	Manipulate language to produce
	sentences with support, giving basic	different purposes using mainly	different purposes and in different	on a variety of topics, containing	texts on a wide variety of topic	long sequences of mainly fluent
	information and using the present	memorised language, referring to	settings, giving descriptions,	descriptions, narrations and	areas, using language effectively to	writing with some extended, well-
	tense of frequently-used verbs.	the present or the future . Students	narrations and personal opinions	personal opinions with justification,	narrate, inform, interest and	linked sentences. Expand on the
	Students write some familiar words	express opinions and give simple	with some justification, referring to	referring to the past, present and	convince. Students use language	main points, using a wide variety of
	from memory. Spelling and accents	reasons. Students translate simple	the past, present and future.	future. Students link sentences and	creatively to express individual	vocabulary and grammatical
	may not be accurate, but the	sentences containing familiar words	Students translate longer sentences	paragraphs, and structure ideas.	thoughts, ideas and points of view.	structures with frequent examples
	meaning is clear.	and structures into the target	containing linked ideas and a variety	Students translate a short passage	Students use a range of	of complex structures including a
		language. Students generally	of vocabulary and grammatical	containing linked longer sentences	grammatical structures, including a	range of tenses (including less
		accurate in using straightforward	structures into the target language.	with more complex language	combination of tenses (including	common tenses such as the
		language and meaning is clear, but	Mostly accurate and meaning is	structures into the target language.	less common tenses such as the	conditional and pluperfect) and less
		there may be errors with verbs.	clear, but with some minor errors	Mostly accurate and meaning is	conditional) and structures.	common language. Students
			(e.g. spellings, genders,	clear, with only isolated minor	Students translate a passage	translate a passage containing a
			agreements) and some errors with	errors (e.g. spellings, genders,	containing a range of complex	range of less common vocabulary
			more complex structures.	agreements) and a few errors with	language structures into the target	and less common structures into the
				complex structures.	language. Mostly accurate and	target language, communicating
					meaning is clear, with only isolated	meaning. Mostly accurate, with
					minor errors (e.g. spellings,	isolated minor errors.
					genders, agreements) and	
					occasional errors with complex	
					structures.	