

Department: ...MFL.....

EXCELLENCE IN LEARNING; COLLABORATION; CURRICULUMS; COMMUNITY.

What is the intent statement for you subject? What does the discipline offer young people? What is the subject's purpose ? This should be a short, snappy statement.	
	<p>We expose our students to a Modern Languages curriculum which is rich in skills and knowledge, develops confidence, sparks curiosity and promotes diversity and tolerance of other cultures, whether it be for everyday conversation, practical application on holiday, or preparing for future employment. We encourage students' curiosity in the world around them and focus on developing listening, reading, speaking and writing skills so that students can communicate with native speakers, as well as enhancing their problem-solving and analytical skills for use in real life situations. Using Conti's Extensive Processing Instruction (EPI) methodology, our aim is to create confident linguists who are able to speak and write with fluency and who are also passionate about the target language culture. The curriculum is structured to become increasingly more complex, starting with topics which are more readily accessible in year 7, moving to more complex and cultural topics in year 9 such as holidays and festivals. As students progress through KS4, topics are focused on students' future plans and their place within the world through studying topics such as the environment. This structure allows for gradual building of more complex vocabulary and the skills needed to articulate ideas coherently.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • Deepen students' understanding of the target language culture and of cultural differences • Raise students' confidence communicating in another language • Build resilience and a 'have a go' attitude • Equip students with the tools to communicate in a variety of contexts • Encourage tolerance and respect for other cultures <p>We achieve this by:</p> <ul style="list-style-type: none"> • Fostering independent language learning • Developing communication skills through listening, reading, writing and speaking • Recognising and rewarding achievement with language learning, both in and out of the classroom • Using a range of authentic resources to engage and inspire • Giving students opportunities to immerse themselves in the target language culture

What are the **core aims** of the curriculum? What **key knowledge** do you want students to have at the end of their learning journey?

Year 7	<p>Core Aims:</p> <p>Reading: By the end of year 7, students are expected to understand the vast majority of the key and supporting details in simple texts written in the present tense, around 150 words in total length, containing approximately 90% comprehensible input (vocabulary which is expected to be understood with little effort) in terms of their personal description, age, school subjects studied, like and dislikes, family and friends, and describing others.</p> <p>Listening: By the end of year 7, students are expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at a moderate pace, of around 100 words in total length, containing approximately 90% comprehensible input (vocabulary which is expected to be</p>
--------	---

	<p>understood with little effort) in terms of their personal description, age, school subjects studied, like and dislikes, family and friends, and describing others.</p> <p>Speaking: By the end of year 7, students will be able to take part in an unplanned interactional spoken exchange on the topics covered, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, a good level of pronunciation and intonation with a good degree of accuracy.</p> <p>Writing: By the end of year 7, students will be able to write impromptu pieces of approximately 80 words, effectively conveying meaningful and relevant information in response to questions or prompts with a good degree of accuracy in terms of spelling, grammar and syntax.</p>				
	<table border="1"> <tr> <th data-bbox="304 488 900 528">Key knowledge:</th> <th data-bbox="900 488 1495 528">Key skills:</th> </tr> <tr> <td data-bbox="304 528 900 1281"> <p>Vocabulary will be taught in topics: Term 1 – introducing yourself (name, age, birthday, domicile), describing yourself and others, free time activities, likes and dislikes and giving justified opinions. Term 2 – school subjects (which are studied and not studied, likes and dislikes and giving justified opinions), school teachers (using comparatives) and school timetable. Term 3 – relationships and personal description, family members and friends, describing self and others, including pets.</p> <p>Students will deepen their knowledge of the world by developing an awareness of French and Francophone culture, including differences in the education system.</p> </td> <td data-bbox="900 528 1495 1281"> <p>Translate simple sentences to and from French. Write a short paragraph in French. Narrate, both written and orally, in the present tense. Recognise key vocabulary in the context of the topic being studied. Able to work out some unfamiliar words from context, as well as cognates (words which look like English and share the same meaning).</p> </td> </tr> </table>	Key knowledge:	Key skills:	<p>Vocabulary will be taught in topics: Term 1 – introducing yourself (name, age, birthday, domicile), describing yourself and others, free time activities, likes and dislikes and giving justified opinions. Term 2 – school subjects (which are studied and not studied, likes and dislikes and giving justified opinions), school teachers (using comparatives) and school timetable. Term 3 – relationships and personal description, family members and friends, describing self and others, including pets.</p> <p>Students will deepen their knowledge of the world by developing an awareness of French and Francophone culture, including differences in the education system.</p>	<p>Translate simple sentences to and from French. Write a short paragraph in French. Narrate, both written and orally, in the present tense. Recognise key vocabulary in the context of the topic being studied. Able to work out some unfamiliar words from context, as well as cognates (words which look like English and share the same meaning).</p>
Key knowledge:	Key skills:				
<p>Vocabulary will be taught in topics: Term 1 – introducing yourself (name, age, birthday, domicile), describing yourself and others, free time activities, likes and dislikes and giving justified opinions. Term 2 – school subjects (which are studied and not studied, likes and dislikes and giving justified opinions), school teachers (using comparatives) and school timetable. Term 3 – relationships and personal description, family members and friends, describing self and others, including pets.</p> <p>Students will deepen their knowledge of the world by developing an awareness of French and Francophone culture, including differences in the education system.</p>	<p>Translate simple sentences to and from French. Write a short paragraph in French. Narrate, both written and orally, in the present tense. Recognise key vocabulary in the context of the topic being studied. Able to work out some unfamiliar words from context, as well as cognates (words which look like English and share the same meaning).</p>				

Year 8	<p>Core aims:</p>
	<p>Reading: By the end of year 8, students are expected to understand the vast majority of the key and supporting details in simple texts written in both the present and future tense, around 150 words in total length, containing approximately 85% comprehensible input (vocabulary which is expected to be understood with little effort) in terms of free time activities, region and home.</p> <p>Listening: By the end of year 8, students are expected to understand the vast majority of the key and supporting details in simple texts in both the present and future tense uttered at a moderate pace, of around 150 words in total length, containing approximately 85% comprehensible input (vocabulary which is expected to be understood with little effort) in terms of free time activities, region and home.</p> <p>Speaking: By the end of year 8, students will be able to take part in an unplanned interactional spoken exchange on the topics covered, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, a good level of pronunciation and intonation with a good degree of accuracy, using the present and future tense.</p> <p>Writing: By the end of year 8, students will be able to write impromptu pieces of approximately 90 words, effectively conveying meaningful and relevant information in both present and future tense in response to questions or prompts with a good degree of accuracy in terms of spelling, grammar and syntax.</p>

	Key knowledge:	Key skills:
	<p>Vocabulary will be taught in topics: Term 1 – free time activities, frequency phrases, likes and dislikes and those of others, and telling the time. Term 2 – region, positives and negatives with justification, activities one can do and are going to do. Term 3 – house and home, description of home and justification, daily routine and giving time frames.</p> <p>Students will deepen their knowledge of the world by increasing their awareness of French and Francophone culture, including Geography and where French is spoken.</p>	<p>Translate sentences with at least two clauses, to and from French. Write a short paragraph in French. Narrate, both written and orally, in at least two tenses. Recognise key vocabulary in the context of the topic being studied. Able to work out some unfamiliar words from context, as well as cognates and false friends (words which look like English but do not share the same meaning).</p>

	Core aims:	
Year 9	<p>Reading: By the end of year 9, students are expected to understand the vast majority of the key and supporting details in complex texts written in the present, past and future tenses, around 200 words in total length, containing approximately 80% comprehensible input (vocabulary which is expected to be understood with little effort) in terms of personal description, holidays, food and festivals.</p> <p>Listening: By the end of year 9, students are expected to understand the vast majority of the key and supporting details in complex texts in in the present, past and future tenses uttered at a moderate pace, of around 180 words in total length, containing approximately 80% comprehensible input (vocabulary which is expected to be understood with little effort) in terms of personal description, holidays, food and festivals.</p> <p>Speaking: By the end of year 9, students will be able to take part in an unplanned interactional spoken exchange on the topics covered, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, a good level of pronunciation and intonation with a good degree of accuracy, using the present, past and future tenses.</p> <p>Writing: By the end of year 9, students will be able to write impromptu pieces of approximately 100 words, effectively conveying meaningful and relevant information in both present and past tense in response to questions or prompts with a good degree of accuracy in terms of spelling, grammar and syntax, including complex structures and less common vocabulary.</p>	
	Key knowledge:	Key skills:
	<ul style="list-style-type: none"> • Vocabulary will be taught in topics: • Term 1 – personal description (physical and personality), relationships with others, comparatives and superlatives, how we would like to be in the future. • Term 2 – holidays, countries, locations, activities, 	<ul style="list-style-type: none"> • Translate complex sentences, to and from French. • Write an extended paragraph in French. • Narrate, both written and orally, in at least three tenses. • Recognise key vocabulary in the context of the topic being studied.

	<p>accommodation, ideal holiday scenario.</p> <ul style="list-style-type: none"> • Term 3 – food and drink items, meal times, ordering in a restaurant and festivals. • Students will deepen their knowledge of the world by increasing their awareness of French and Francophone culture, including food and festivals. 	<ul style="list-style-type: none"> • Able to work out unfamiliar words from context, as well as cognates and false friends.
--	--	--

Year 10	Core aims:	
	<p>Reading: By the end of year 10, students are expected to understand the vast majority of the key and supporting detail in complex in a variety of tenses around 150 words maximum in any given exercise, containing approximately 65-70% comprehensible input (vocabulary which is expected to be understood with little effort) as well as previously unseen vocabulary which can be understood due to context and knowledge of cognates on a variety of topics previously studied.</p> <p>Listening: By the end of year 10, students are expected to understand the vast majority of the key and supporting details in complex in a variety of tenses uttered at a moderate pace, containing approximately 65-70% comprehensible input (vocabulary which is expected to be understood with little effort) as well as previously unseen vocabulary which can be understood due to context and knowledge of cognates on a variety of topics studied over the course.</p> <p>Speaking: By the end of year 10, students will be able to take part in an unplanned interactional spoken exchange on the topics covered, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli (such as a photo card) or other prompts with little hesitation, a good level of pronunciation and intonation with a good degree of accuracy, using a variety of tenses and complex language.</p> <p>Writing: By the end of year 10, students will be able to write impromptu pieces of approximately 120 words, effectively conveying meaningful and relevant information in a variety of tenses in response to questions or prompts with a good degree of accuracy in terms of spelling, grammar and syntax, including complex structures and less common vocabulary.</p>	
	Key knowledge:	Key skills:
	<ul style="list-style-type: none"> • New and revisited vocabulary will be taught in topics: • Term 1 – school, opinions on the uniform, teachers and subjects, future study plans, comparatives and superlatives, school rules and achievements. • Term 2 – trending topics, technology social media (positives and negatives), healthy lifestyles, and reading habits. • Term 3 – interests, TV and film, sport, healthy living, entertainment, music and music festivals. 	<ul style="list-style-type: none"> • Develop the ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy. • Express and develop thoughts and ideas with spontaneity and fluency. <p>Listen to and understand clearly articulated, standard speech at near normal speed.</p> <p>Deepen knowledge about how language works and enrich vocabulary in order to increase independent use and understanding of extended language in a wide range of</p>

	<ul style="list-style-type: none"> Students will have an increasing appreciation of the world due to their awareness of French and Francophone culture which will foster tolerance and respect of others and other cultures. 	<p>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, including adapted literary texts. Develop awareness and understanding of the culture and identity of the countries and communities of French. Develop language learning skills both for immediate use, higher education and future employment.</p>
--	---	--

Year 11	<p>Core aims:</p>
	<p>Reading: By the end of year 11, students are expected to understand the vast majority of the key and supporting detail in complex in a variety of tenses around 150 words maximum in any given exercise, containing approximately 65-70% comprehensible input (vocabulary which is expected to be understood with little effort) as well as previously unseen vocabulary which can be understood due to context and knowledge of cognates on a variety of topics studied over the course.</p> <p>Listening: By the end of year 11, students are expected to understand the vast majority of the key and supporting details in complex in a variety of tenses uttered at a moderate pace, containing approximately 65-70% comprehensible input (vocabulary which is expected to be understood with little effort) as well as previously unseen vocabulary which can be understood due to context and knowledge of cognates on a variety of topics studied over the course.</p> <p>Speaking: By the end of year 11, students will be able to take part in an unplanned interactional spoken exchange on the topics covered, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli (such as a photo card) or other prompts (such as the role play) with little hesitation, a good level of pronunciation and intonation with a good degree of accuracy, using a variety of tenses and complex language.</p> <p>Writing: By the end of year 11, students will be able to write impromptu pieces of approximately 150 words, effectively conveying meaningful and relevant information in a variety of tenses in response to questions or prompts with a good degree of accuracy in terms of spelling, grammar and syntax, including complex structures and less common vocabulary.</p>

	Key knowledge:	Key skills:
	<ul style="list-style-type: none"> • New and revisited vocabulary will be taught in topics: • Term 1 – jobs, timetables, relationships with boss and colleagues, applying for a job, formal address, future plans, ideal future employment and the importance of language learning. • Term 2 – environmental issues, social issues, local issues, charity and ways of helping others, ideal scenarios to solve problems. • Term 3 – retrieval and revision of all topics and a deeper understanding of exam skills and techniques for the GCSE exam. • Students will have a deeper appreciation of the world due to their awareness of French and Francophone culture which will foster tolerance and respect of others and other cultures. 	<ul style="list-style-type: none"> • Develop the ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy. • Express and develop thoughts and ideas with spontaneity and fluency. <p>Listen to and understand clearly articulated, standard speech at near normal speed.</p> <p>Deepen knowledge about how language works and enrich vocabulary in order to increase independent use and understanding of extended language in a wide range of contexts.</p> <p>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, including adapted literary texts.</p> <p>Develop awareness and understanding of the culture and identity of the countries and communities of French.</p> <p>Develop language learning skills both for immediate use, higher education and future employment.</p>