

Ian Ramsey CE Academy: MFL Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.						How we teach the curriculum	What we expect from the curriculum
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p>We aim to create the very best linguists. We challenge pupils to think, act and speak like those working in the field would. We do this by equipping all our pupils with the knowledge and skills to thrive and succeed in language learning, encouraging, and inspiring them with quality first teaching, broadening their awareness of other countries and communities and providing opportunities for participation in a broad range of linguistic and cultural educational experiences. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our pupils need and help them recall it by having a carefully planned progression through our curriculum with content and skills clearly defined in our schemes of work which revisit and build on existing knowledge. We are very clear from the outset that we teach grammatical structures, syntax and vocabulary; using the correct terminology and making explicit links to English and other foreign languages' grammatical structures and vocabulary.</p>							
YEAR 7 (Carousel)	Setting		Designing		Planning		Delivering	
	French		German		Spanish			
	What: My World	What: School	What: My World	What: My Family	What: My World	What: Free time		
	<p>What: Introduction of basic vocabulary and grammar structures to enable pupils to talk about themselves and things they like using the target language. Pupils focus on pronunciation and are introduced to the key verbs (être, avoir, regular present tense verbs) in the context of giving personal information, discussing favourite things, and talking about things they have.</p> <p>Why now: This will introduce pupils to the target language and introduce them to basic vocabulary and key verbs.</p>	<p>What: Pupils focus on ways of expressing opinions when talking about school subjects (the verb 'aimer'). Pupils will revisit numbers and learn to tell the time when talking about their school timetable. Pupils will use of adjectives, intensifiers, and possessive pronouns to describe their teachers and talk about items in the classroom using the 'il y a' structure and prepositions for describing location.</p> <p>Why now: Using numbers in a recapping description and widen vocabulary used to express opinions.</p>	<p>What: Introduction of basic vocabulary and grammar structures to enable pupils to talk about themselves and things they like using the target language. Pupils focus on pronunciation and are introduced to the key verbs (sein, haben, regular present tense verbs) in the context of giving personal information, discussing favourite things, and talking about things they have.</p> <p>Why now: This will introduce pupils to the target language and introduce them to basic vocabulary and key verbs.</p>	<p>What: Pupils talk about their family and pets, using previous knowledge of key verbs to describe physical appearance, age, and traits. Focus on descriptions, using correct forms of verbs, a range of adjectives and intensifiers. Pupils also learn to ask and answer questions about someone's age, birthday, personality, and appearance. Introduction of the modal verb 'können'.</p> <p>Why now: Using prior knowledge, pupils describe others, using new grammar structures.</p>	<p>What: Introduction of basic vocabulary and grammar structures to enable pupils to talk about themselves and things they like using the target language. Pupils focus on pronunciation and are introduced to the key verbs (tener, regular present tense verbs) in offering personal information, discussion of favourite things and talking about things they have.</p> <p>Why now: This will introduce pupils to the target language and introduce them to basic vocabulary and key verbs.</p>	<p>What: Pupils learn to discuss a range of free time activities. They learn to talk about sports, leisure activities and how they use modern technology. They learn to use 'me gusta' to say what they like/don't like doing, focusing on the introduction and use of new verbs, including some irregular verbs (hacer, jugar) and adverbs of frequency.</p> <p>Why now: Pupils learn to use a wider range of verbs in the present tense to talk about free time.</p>		
<p>At the end of Year 7, pupils opt to continue to follow the French, German, or Spanish pathway. This will be the language they will be able to study at GCSE.</p>								
YEAR 8 FRENCH	What: Freetime	What: Town	What: Going Out	What: Media	What: Paris	What: Francophonie	<p>Collaborative planning of our curriculum lies at the heart of what we do in the department. Learning is focused on embedding challenge at all levels, metacognition, memory techniques and literacy into our departmental curriculum</p> <p>Alongside our schemes of work, we are developing knowledge organisers in Years 7, 8 and 9. This is enabling us to define the core knowledge our pupils need to master.</p> <p>In MFL, we also implement our curriculum through using a variety of teaching approaches and tasks which encompass the four key skills of listening, speaking, reading, and writing</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment</p> <p>This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment <p>Summative Assessment</p> <p>This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	<p>What: Pupils learn to discuss a range of free time activities. They learn to talk about sports, leisure activities and how they use modern technology. They learn to use 'aimer' to say what they like / don't like doing. Focus on introduction and use of new verbs, including some irregular verbs (jouer, faire) and adverbs of frequency.</p> <p>Why now: Having learnt to use some key verbs and how to conjugate them, pupils learn to use a wider range of verbs in the present tense to talk about free time.</p>	<p>What: Pupils learn to talk about what there is and isn't in their town, practising using the 'il y a' structure. They learn to talk about places in town and their local area and focus on the gender of nouns and the use of the accusative case. They learn higher numbers in the context of prices when shopping for souvenirs and buying snacks in a café.</p> <p>Why now: Building on the different grammar structures established previously as well as recapping the use of number.</p>	<p>What: Pupils practise the use of adjectives before nouns to describe items of clothing and style. They will apply their knowledge of the future tense to talk about planning a date, continuing the use of reflexive and separable verbs to talk about getting ready to go out. They also revisit the perfect tense to describe how their date/outing went.</p> <p>Why now: Building on the learning in previous module with regards to descriptions, as well as separable and reflexive verbs. Revisiting the future tense introduced in Year7 and more practice with past tenses.</p>	<p>What: Pupils to discuss free time activities in the context of media. They learn to express opinions on films, TV programmes, reading material and screen time. They also learn to use some new modal verbs to say what they want, should and are / aren't allowed to do with regards to the use of media.</p> <p>Why now: Building on the free time theme taught in HT1 with the focus on expressing opinions.</p>	<p>What: Pupils recognise landmarks in Paris and use the 'on peut' structure to describe what you can do there. Pupils also learn more question words so that they can recognise and ask questions and develop their speaking skills. They also learn how to form the perfect tense.</p> <p>Why now: Building on key verb structures and use of infinitive structures.</p>	<p>What: Focus on the cultural aspect of language learning. Pupils will learn some facts about the geography, history and customs and traditions of French-speaking countries.</p> <p>Why now: To widen awareness of other countries that speak French.</p>		

YEAR 8 GERMAN	What: Future Plans	What: Free Time	What: School	What: Town	What: Holidays	What: Media
	What: Pupils learn to discuss their holiday plans. Focus on the use of the future tense in the wider context of talking about travel and holiday activities. Pupils learn how to conjugate the verb 'werden' and recap on the use of the infinitive phrases. They learn the names of holiday destinations, modes of transport and increase their knowledge of vocabulary on the theme of leisure and sport activities.	What: Pupils learn to discuss a range of free time activities. They learn to talk about sports, leisure activities and how they use modern technology. They learn to use 'gern /nicht gern' to say what they like / don't like doing. Focus on introduction and use of new verbs, including some irregular verbs (fahren, 2lassr, sehen) and adverbs of frequency. The concept of word order in German is also emphasised when teaching adverbs of frequency.	What: Pupils look at different ways of expressing opinions when talking about school subjects (the verb 'mögen'). Pupils revisit numbers, learning to tell the time when talking about their timetable. They will practise the use of adjectives, intensifiers, and possessive pronouns when describing teachers. Pupils also learn to talk about items there are in the classroom using the 'es gibt' structure and prepositions to describe location.	What: Pupils learn to talk about what there is and isn't in their town, practising using the 'es gibt' structure. They learn to talk about places in town and their local area and focus on the gender of nouns and the use of the accusative case. They learn higher numbers in the context of prices when shopping for souvenirs and buying snacks in a café.	What: Pupils learn to compare places now and then using the present and the imperfect tenses. They also use both these tenses to discuss the weather at present and in the past. The perfect tense is introduced to enable pupils to describe past holidays they have had, including accommodation, travel, leisure activities, as well as holiday problems.	What: Pupils to discuss free time activities in the context of media. They express opinions on reading materials films, TV programmes, and screen time. They also learn to use some new modal verbs to say what they want, should and are / aren't allowed to do with regards to the use of media.
	Why now: Pupils consolidate their knowledge of the present tense, and how to use the future tense, building on previously learnt vocabulary.	Why now: Having learnt to use some key verbs and how to conjugate them, pupils learn to use a wider range of verbs in the present tense to talk about free time.	Why now: Using numbers in a different context. Recap on descriptions. Widening the vocabulary used to express opinions and revisiting the idea of modal verbs.	Why now: Building on the different grammar structures established previously as well as recapping the use of number.	Why now: Recap of the vocabulary learnt in Y7 in a new grammar context (the imperfect tense of 'sein', 'haben' and 'es gibt' and the perfect tense).	Why now: Building on the free time theme taught in year 7 with the focus on expressing opinions and the use of new modal verbs ('wollen', 'dürfen', 'sollen').
YEAR 8 SPANISH	What: School	What: My Family	What: Town	What: Holidays	What: Media	What: Spanish-speaking countries
	What: Focus on different ways of expressing opinions in the context of talking about school subjects. Pupils also revisit numbers and learn to tell the time when talking about their school timetable. They practise the use of adjectives, intensifiers, and possessive pronouns to describe their teachers. Pupils also learn to talk about items there are in the classroom and some prepositions describing location.	What: Pupils learn to talk about their family and pets. They use their previous knowledge of the key verbs to describe appearance, age and character traits of their family members and pets. Focus on descriptions, using correct forms of verbs, a range of adjectives and intensifiers. Pupils also learn to ask and answer questions about someone's age, birthday, personality, and appearance.	What: Pupils learn to talk about what there is and isn't in their town. They learn to talk about places in town and their local area and focus on the gender of nouns and the use of the accusative case. They learn higher numbers in the context of prices when shopping for souvenirs and buying snacks in a café.	What: Pupils learn to compare places now and then using the present and the imperfect tenses. They also use both these tenses to discuss the weather at present and in the past. The perfect tense is introduced to enable pupils to describe past holidays they have had, including accommodation, travel, leisure activities, as well as holiday problems.	What: Pupils to discuss free time activities in the context of media. They express opinions on reading materials films, TV programmes, and screen time. They also learn to use some new modal verbs to say what they want, should and are / aren't allowed to do with regards to the use of media.	What: Focus on the cultural aspect of language learning. Pupils will learn some facts about the geography, history and customs and traditions of Spanish-speaking countries.
	Why now: Using numbers in a different context. Recap on descriptions. Widening the vocabulary used to express opinions and revisiting the idea of modal verbs.	Why now: Pupils move on from talking about themselves to describing others, building on their previous knowledge of the grammar structures.	Why now: Building on the different grammar structures established previously as well as recapping the use of number.	Why now: Recap of the vocabulary learnt in Y7 in a new grammar context.	Why now: Building on the free time theme taught in HT1 with the focus on expressing opinions.	Why now: To widen awareness of other contries that speak Spanish.
YEAR 9 FRENCH	What: Health	What: My Home	What: Ambitions	What: Holidays	What: Rights and Responsibilities	What: Cultural Film Project
	What: Pupils expand their knowledge of vocabulary on food and drink as they learn to talk about typical French breakfast and traditional meals from French-speaking countries. They also learn body parts and can give advice about staying healthy.	What: Pupils learn how to describe their home and how to describe where they would like to live using 'je voudrais habiter'. Using prepositions, and using the near future tense, pupils to talk about a future event.	What: To introduce the world of work and explore the importance of languages and how they can be used in the workplace both in the UK and abroad.	What: Pupils compare places using the present and the imperfect tenses. They use both these tenses to discuss the weather at present and in the past. The perfect tense is introduced to enable pupils to describe past holidays, including accommodation, travel, leisure activities, as well as holiday problems.	What: Pupils learn how to discuss what they are allowed to do using 'j'ai le droit de + infinitive' structure. They also describe what is important to them.	What: Pupils build their culture capital by embedding their language acquisition in a project which exposes them to a wide range of knowledge which goes beyond their own cultural experience and sets them up as intercultural citizens.
	Why now: To build on the skills developed in Years 7 and 8 with a familiar topic.	Why now: Revisiting the future tense and link to more complex structures.	Why now: Having studied school life, the world of works follows on as future plans.	Why now: Recap of the vocabulary learnt in Year 7 in a new grammar context.	Why now: Building on prior knowledge to successfully use three tenses together.	Why now: To expose pupils to authentic cultural material.

YEAR 9 GERMAN	What: Health	What: School Trips and Festivals	What: Ambitions	What: Role Models	What: Going Out	What: Cultural Film Project
	What: Pupils expand their knowledge of vocabulary on food and drink as they learn to talk about typical German breakfast and traditional meals from German-speaking countries. They also learn to understand food recipes and to use the imperative to give instructions. The modal verb 'müssen' is introduced so that pupils can talk about what they must do to stay healthy.	What: Pupils discuss rules in a youth hostel and talk about their daily routine using separable and reflexive verbs in the present tense. They explore cultural aspects of traditional fairs/festivals in German-speaking countries, learning to use adjectives before nouns to vary their descriptions and opinions. They use the imperative in the context of giving directions.	What: To introduce the world of work and explore the importance of languages and how they can be used in the workplace both in the UK and abroad.	What: To provide pupils with the opportunity to describe relationships with others by using known language in a new context with a focus on developing longer spoken and written responses.	What: Pupils practise the use of adjectives before nouns to describe items of clothing in the wider context of talking about clothes and style. They also apply their knowledge of the future tense to talk about planning a date. They continue to use reflexive and separable verbs to talk about getting ready to go out. They also revisit the perfect tense to describe how their date / outing went.	What: Pupils build their culture capital by embedding their language acquisition in a project which exposes them to a wide range of knowledge which goes beyond their own cultural experience and sets them up as intercultural citizens.
	Why now: Consolidating knowledge of the use of irregular and modal verbs in the context of describing and giving advice on healthy living.	Why now: Recap of modal verbs in the context of rules. Links with the previous learning on adjectives and the imperative introduced in the previous module.	Why now: Having studied school life, the world of work follows on as future plans.	Why now: To build on the skills developed in Years 7 and 8 with a familiar topic.	Why now: Building on the learning in previous module with regards to descriptions, as well as separable and reflexive verbs. Revisiting the future tense introduced in Year7.	Why now: To expose pupils to authentic cultural material.
YEAR 9 SPANISH	What: Going Out	What: Holidays	What: Ambitions	What: Health	What: Rights and Responsibilities	What: Cultural Film Project
	What: Pupils practise the use of adjectives before nouns to describe items of clothing in the wider context of talking about clothes and style. They also apply their knowledge of the future tense to talk about planning a date. They continue to use reflexive and separable verbs to talk about getting ready to go out. They also revisit the perfect tense to describe how their date / outing went.	What: Pupils learn to compare places now and then using the present and the imperfect tenses. They also use both these tenses to discuss the weather at present and in the past. The perfect tense is introduced to enable pupils to describe past holidays, including accommodation, travel, range of leisure activities, as well as holiday problems.	What: To introduce the world of work and explore the importance of languages and how they can be used in the workplace both in the UK and abroad.	What: Pupils expand their knowledge of vocabulary on food and drink as they learn to talk about typical Spanish breakfast and traditional meals from Spanish-speaking countries. They also learn body parts and can give advice about staying healthy.	What: Pupils learn how to discuss what they are allowed to do using 'poder'. They also describe what is important to them and can discuss environmental issues.	What: Pupils build their Culture Capital by embedding their language acquisition in a project which exposes them to a wide range of knowledge which goes beyond their own cultural experience and sets them up as intercultural citizens.
	Why now: Building on the learning in previous module with regards to descriptions, as well as separable and reflexive verbs. Revisiting the future tense introduced in Year7 and more practice with past tenses.	Why now: Recap of the vocabulary learnt in Year 7 and Year 8 in a new grammar context.	Why now: Having studied school life, the world of work follows on as future plans.	Why now: To build on the skills developed in Years 7 and Year 8 with a familiar topic.	Why now: Building on prior knowledge of tenses to successfully use three tenses together.	Why now: To expose pupils to authentic cultural material.

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum	
	Setting	Designing	Planning	Planning	Delivering			
Year 10 and 11 (French, German or Spanish)	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p>We aim to create the very best linguists. We challenge pupils to think, act and speak like those working in the field would. We do this by equipping all our pupils with the knowledge and skills to thrive and succeed in language learning; encouraging and inspiring them with quality first teaching, broadening their awareness of other countries and communities and providing opportunities for participation in a broad range of linguistic and cultural educational experiences. As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our pupils need and help them recall it by having a carefully planned progression through our curriculum with content and skills clearly defined in our schemes of work which revisit and build on existing knowledge. We are very clear from the outset that we teach grammatical structures, syntax and vocabulary; using the correct terminology and making explicit links to English and other foreign languages' grammatical structures and vocabulary.</p>					<p>How we teach the curriculum How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.</p>	<p>What we expect from the curriculum How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</p>	
	<p>What: Local, national, international, and global areas of interest (Holidays and transactional language)</p> <p>What: Pupils will use all skill areas developed in Years 7-9 to describe their holiday activities using a range of tenses. Pupils will develop more complex speaking and writing skills.</p>	<p>What: Pupils need to apply vocabulary and structures for a variety of purposes. Transactional language is common in speaking role play examination.</p>	<p>What: My local area Pupils to demonstrate understanding of complex language structures and correct use of tenses with a familiar context. Pupils will recall vocabulary from previous years of study.</p>	<p>What: Identity and culture – Free time Pupils continue to expand their vocabulary and express opinions about their own free time. Pupils will compare free time activities between the UK and other countries through a variety of authentic material.</p>	<p>What: Environment - campaigns and events Pupils will explore events and campaigns regarding the environment both in the UK and abroad. Pupils will express opinions and develop listening skills.</p>	<p>What: Speaking focus Pupils must fully understand the requirements of the speaking exam. Pupils will use this time to practise all three components of the speaking exam as well as revise topics covered this year.</p>	<p>Teaching is based on a differentiated course (Foundation or Higher textbooks) across Years 10 and 11, alongside an online resource bank which pupils can access independently. Pupils are expected to develop confidence with meta-linguistic terminology and lessons are taught in the target language as much as possible. Teachers use a wide range of strategies to suit all learning styles and needs, be it at Foundation or Higher tier. Pupils are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged through our lesson routines. Pupils 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>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment <p>Summative Assessment This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	<p>Why now: Pupils have just returned from a summer holiday and can describe their holiday. Ideal time to check tenses – past, present, and future.</p>	<p>Why now: Topic follows directly on from describing holiday activities and builds on the vocabulary developed on the theme of holidays.</p>	<p>Why now: Building on the complex structures developed so far to apply them in a familiar context but in greater depth.</p>	<p>Why now: After studying local area, pupils can apply knowledge to describe free time activities in their area and use conditional tense to express wishes.</p>	<p>Why now: After focus in previous topics being on local area, pupils can now broaden awareness of global issues.</p>	<p>Why now: Pupils develop speaking skills and confidence to complete a full mock speaking exam this half term.</p>		
	<p>What: Environmental - problems and social issues</p> <p>What: Pupils will explore and discuss environmental issues and possible solutions. Pupils will discuss social issues and develop reading skills using this topic.</p>	<p>What: Local, national, international, and global areas of interest</p> <p>What: Pupils will use this theme as their chosen theme for the general conversation element of the speaking exam. Pupils will revisit vocabulary and ensure that they are prepared for their mock speaking exam in February. Pupils will sit their mock exams in listening, reading, and writing this half term.</p>	<p>What: Identity and culture</p> <p>What: Pupils to revisit and recall vocabulary and structures and apply them in exam style tasks.</p>	<p>What: Current and future study</p> <p>What: Pupils to revise and recall vocabulary and structures and apply them in exam style tasks.</p>	<p>What: Revision</p> <p>What: Pupils use this time to revise vocabulary and strengthen exam technique for the listening, reading, and writing exams.</p>			
	<p>Why now: Topic builds upon the vocabulary covered in the previous environment topic.</p>	<p>Why now: Start of exam preparation, focus on mock speaking exam next half term.</p>	<p>Why now: To ensure pupils are prepared for their exams, continuing focus on speaking skills.</p>	<p>Why now: To ensure pupils are prepared for exams.</p>				