

Modern Foreign Languages

Curriculum Intent:

All students study a modern foreign language, with the option of studying both French and Spanish throughout their 5-year curriculum and continuing to A Level. The MFL curriculum is delivered by subject specialists and structured to enthuse students to build a curiosity and love for learning languages in general, and French and Spanish in particular. Students are encouraged to develop the ability to use the target language effectively for communication and involve language genuinely needed to perform any task; offering an insight into the culture and civilisation of the foreign language countries. The curriculum stimulates an awareness of culture and encourages positive attitudes to foreigners and foreign languages as well as respect and understanding of foreign culture and civilisation to counteract prejudice. It enables learners to communicate effectively in everyday situations involving either foreign visitors in this country or themselves visiting a foreign country, which is enhanced through residential trips to both countries and visits to partner schools.

How the curriculum fits in to the College's FABRIC

Focused – regularly evaluated for improvement. Reacts to what students know/don't know and can / can't do

The MFL curriculum is regularly reviewed in line with national developments in language teaching. Staff are proactive in refining and developing the curriculum to meet the needs of all students. Student voice is heard through the QA process and this evidence helps inform subsequent curriculum planning. The curriculum is focused on the development of comprehension skills (reading and listening) and productive skills (writing and speaking) to allow students to build understanding and communication in the Target Language and to develop transferable skills about how languages work.

Appropriate – displays a careful selection of knowledge and skills that are cumulatively assessed

The 5-7 year curriculum covers National Curriculum requirements and builds on the basics of Language Learning most students experience at KS2, developing these to a broader range of topics in greater depth. Knowledge is recalled in both formative and summative assessments which are carefully designed to assess students' grasp of the curriculum content at every stage. The MFL curriculum is cumulative because students are required to draw upon prior skills such as how to express opinions and form tenses to be able to succeed in future topics.

Broad and balanced – includes a range of academic subjects and builds 'Cultural Capital'

The curriculum includes a broad and diverse range of topics including references to festivals and traditions in countries where the Target Language is spoken. Students are introduced to the way of life in other countries and encouraged to compare and discuss similarities and differences between their own lives and those of young people from around the world. Students are taught how to give their opinions on a wide range of topics and to justify those opinions. All the topics taught promote awareness of cultural differences and diversity and tolerance and encourage good citizenship and discussion of challenging issues such as racism, immigration, stereotypes and gender.

Rigorous – Challenges and supports all students to be able to know more and remember more

All students are challenged to access the curriculum supported by quality teaching, scaffolding and accessible resources. Regular retrieval practice allows students to recycle previously learnt language in new topics and for new purposes. Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic materials. The rigour of the curriculum is supported by specialist teachers who engage in continuous professional development and are involved in local and national networks. Engagement with professional associations and the Princes Teaching Institute provide opportunities to check the curriculum is keeping up with national standards and new initiatives. Teachers are supported to continuously develop their subject and pedagogical knowledge.

Integrated - to be progressive – there is clear vertical progression in each subject from year to year

The topics taught are arranged to “snowball” in depth. Students learn basic vocabulary and phrases and then how to use connectives, opinions, time phrases, adjectives and intensifiers to extend their sentences. Topics are revisited throughout the 5-7 year curriculum in increasing depth and using increasingly sophisticated grammatical structures. Students are taught how to manipulate grammatical structures so they can become increasingly independent in their language production.

Coherent – there is clear intent about what our students will learn at each stage

The MFL curriculum is designed to ensure students and teachers know and understand what should be learnt at each stage of the learning journey. Year 7 introduces a variety of topics to allow students to talk about themselves and their own lives using simple sentences and opinion phrases. Year 8 introduces the concept of past and future tenses and builds on the range of vocabulary and connectives. Year 9 introduces the imperfect and simple future tenses and revisits some of the Y7/8 topics but with longer, more complex texts and an emphasis on communicating in developed paragraphs rather than simple utterances. KS4 involves more complex grammatical structures and opinions and topics to describe the world around us such as the environment, international events and community service. A- level students explore a range of topics related to their Target Language countries such as crime and politics. They build on their KS4 writing skills to write essays and summaries and respond to longer, authentic texts on potentially controversial issues.

| How we assess learning | Key Vocabulary |
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| <ul style="list-style-type: none"> • In lessons, teachers use a range of formative assessment methods and questioning techniques to check understanding including cold calling, recall activities, contributions to class oral work, pair and individual work. Teachers give feedback and address any misconceptions. • Formal end of module assessment during the school year cover listening or reading comprehension, written or spoken communication as well as grammatical understanding | <ul style="list-style-type: none"> • Key vocabulary for each module taught is taken from the vocabulary lists in the text books which are linked to the exam specifications. • This Key Vocabulary for each topic is published on the class Team and is |

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| <p>and translation skills. Students complete these assessments in lesson time and are provided with feedback and complete green pen work to respond to their targets.</p> <ul style="list-style-type: none"> • Formal assessments assess the key vocabulary and grammatical structures from the Module as detailed on the Module overviews which students are given at the start of each module. | <p>given to students to stick in their exercise books for easy reference.</p> <ul style="list-style-type: none"> • Grammatical terms are explicitly taught and referred to throughout the 5-7 year curriculum, building on their use in Key Stage 2 literacy lessons. • Lesson starters regularly review vocabulary from previous topics and students are encouraged to use prior language when communicating on a new topic. |
| <p>Enrichment</p> | <p>Careers Education prepares our students to make informed choices about their futures</p> |
| <p><i>links to the learning (hinterland)</i> Cross Curricular days provide an opportunity for students to learn more about other countries where Spanish and French is spoken such as recent Commonwealth country research on Heritage Day.</p> <p><i>the enrichment that broadens cultural capital</i></p> <ul style="list-style-type: none"> • The MFL Department co-ordinates a College-wide annual celebration of the European Day of Languages including events such as a languages themed Bake Off and cake sale, a themed lunch menu in the refectory, language themed tutor group quizzes and treasure hunts. • Japanese club allows students to develop new language skills and study and experience the culture of Japan. • Foreign Language lending library – students can borrow a variety of books from Asterix cartoons and Mr Men books through to teen fiction and classic novels. • Y9/10 Spanish trip to Valencia to improve language skills, experience Spanish family life and Spanish culture. | <p>The topics of Work and Future Aspirations are taught in the GCSE curriculum. Students learn language to enable them to discuss future plans for 6th form and post-school plans (apprenticeships, work experience and further education).</p> <p>Students are encouraged to take part in taster sessions at universities which encourage them to consider Modern and Medieval languages as a further education course.</p> <p>A level students who are not considering a Languages degree are encouraged to look for degree courses which have the possibility of a language module, language ab initio or a period of study abroad to continue to develop their language skills and increase their employability.</p> |

- 6th form French Exchange with Rouen allows students to make friends, experience family and school life in France and improve their communication skills.

links to curriculum

- Creating and then playing Top Trumps cards in Year 7 French
- In Year 10 the topic of Travel and Tourism involves role playing life skills such as hotel booking, reserving a restaurant table or buying souvenirs.
- The Year 11 module on environment and global issues such as climate change and ethical shopping support students to become good citizens
- Year 10 students can volunteer as Language Leaders and after some training deliver lessons in primary schools thus reviewing and cementing their own language basics.
- The Independent Research Project, part of the A level course, rewards organisation and higher order learning skills such as analysis of research findings. It promotes self-reliance and builds confidence and fluency.
- Y13 students are appointed as Language Leaders to help with promoting languages at transitions and Open Days and thus develop their confidence and knowledge of the curriculum.
- The Norfolk Schools Languages Day run by the MFL department involves students from across the county in a celebration of communication through music, drama and public speaking and allows talented linguists to earn recognition for their skills. Students showcase communication skills they have developed in the classroom.
- Chinese lessons leading to qualifications at GCSE and A Level: lessons are available for all age groups at beginner, intermediate and advanced level.
- Support is provided for students to take qualifications in their home languages such as Italian, Russian or German

Our curriculum is underpinned by our values and are expressed through our curriculum

Pride

Students are taught to present their work in line with the College's PROUD motto and work not meeting these criteria has to be improved. Ready checks at the start of each lesson ensure students are Ready to Learn and the College Rewards policy is used in lessons to reward students who show Pride in their work. Success and improvement are praised.

Passion

Students are expected to contribute and participate in every lesson. A supportive lesson environment encourages students to “have a go” and students are praised for being brave in learning to express themselves in the Target Language. Students are encouraged to use their initiative and develop their language independently by using Language Apps, watching films and learning song lyrics. We highlight languages spoken by staff from across the College and encourage students to discuss this with them.

Positivity

Students are encouraged to challenge themselves and to continuously aim to learn new structures and vocabulary so they can say more and communicate better. Students are taught to accept positive criticism as an important part of how to move forward with their learning.