

## MFL Curriculum Overview, 2021-2022

Why do we teach Languages at Ark BDA?	<p>An education in Languages at BDA is characterised by a passion for developing essential communication skills and generating a broader cultural curiosity. The sequence of learning ensures knowledge-rich and ambitious learning is taking place, allowing all students an opportunity to engage with the spoken and written word. Curriculum hooks are developed to engage our disadvantaged pupils and an emphasis on phonics and literacy skills feeds into the wider school curriculum. Through MFL Burlington Danes students embrace a wider cultural capital needed to succeed in modern life: discussing religious celebrations, food customs and wider family occasions in French speaking countries.</p> <p>In KS3 our languages provision equips students with a range of transferrable life skills required to master effective communication. Through regular consolidation of key knowledge and vocabulary our students can produce target language with confidence. Through a range of pedagogical techniques teachers will inculcate students with a passion for learning and building increasingly intricate linguistic constructions.</p> <p>KS4 will begin in Year 9 to provide a higher level of challenge and exposure to examined content. Students will master the past, present, future and one other tense to add further development to their work, a range of French idioms, high-level descriptive language thus enabling them to discuss daily life and routines, future aspirations, holidays, global issues and education. By the end of KS4 our students will be adequately equipped in reading, writing, speaking and listening to master the requirements of the GCSE examinations and pursue a career in MFL at KS5. At KS5 we endeavour to widen students' intellectual curiosity through seminar style teaching of a range of current affairs, societal shifts and historical movements.</p>
How do we deliver our Christian values in Languages?	<p>“I have come that you may have life, and have it in all its fullness.” John 10:10. By learning another language and culture students begin to gain a wider perspective on world outside of their local context. We encourage students to be curious, respectful and tolerant learners continually seeking to improve their communication skills, and thus able to make their voices heard to a much greater audience.</p> <p><u>Courage</u>: In MFL we acknowledge the courage required to speak confidently in another language with peers and in front of the class. We actively encourage students to step out of the comfort zone of their home language and push themselves to greater things.</p> <p><u>Resilience &amp; Commitment</u>: we understand that language learning is difficult and challenging but it requires our students to demonstrate commitment to improvement and resilience to persevere when the content is challenging to grasp.</p> <p><u>Leadership</u>: we endeavour to equip students with the necessary skills and resources to be leaders of their own language learning. Regular vocabulary testing and deep mark pieces of extended work will encourage students to take ownership of their own progress across the subject.</p>
How do we build core skills and knowledge over time?	<p>The MFL curriculum is designed to be cyclical and cumulative from KS2 all the way to KS5. This allows students to build and develop the core skills and grammar/content/vocabulary knowledge required to master the French language appropriately. Across the curriculum students are encouraged to develop and improve on their grammatical knowledge with the range of tenses becoming progressively more challenging. In MFL we focus highly on improving generic Literacy skills in both the mother tongue and target language.</p> <p>The knowledge-based curriculum equips students with necessary vocabulary acquisition skills and our knowledge is planned thematically with an increased level of difficulty in topics discussed: ranging from personal in KS3 to societal and global in KS4 onwards. Finally, our training in explicit examination skills (reading, writing, speaking, listening) afford our students an opportunity to deepen their complexity in writing and description, speaking skills, intonation, accent and fluency.</p>
How does the study of Languages prepare students for life beyond Ark BDA?	<p>Our curriculum has been designed to meet the needs of the community of students we serve. Our key foci highlight the development of literacy and oracy skills alongside an opportunity to engage with cultural customs and traditions. We address the vocabulary gap and prioritise exposing our students to a wealth of vocabulary in different contexts. We promote the identification of our students as global citizens – aspirational and respectful. We provide our students with the cultural capital they need go on to be successful in the next phase of their education and beyond. MFL studies support a wider cultural respect and tolerance necessary in our multicultural post-Brexit society.</p>

## MFL Curriculum Implementation

### Curriculum Implementation

At KS2 students have one 30-minute lesson per week supplemented by additional vocabulary learning led by their classroom teacher throughout the week. KS3 students have 2 55minute lessons per week alongside homework of vocabulary learning and self-quizzing. For KS4, students have 3 55 minute lessons per week supplemented by vocabulary learning, self-quizzing and example exam style questions to be completed at home. In Year 9 teaching of the GCSE course begins with the majority students taking French to GCSE allowing them to follow the English Baccalaureate route. In general topics are split per half-term allowing students to deep-dive into the language they will be using and develop a metacognitive understanding of the formation of key grammatical constructions and tenses required to master the French language to a high standard. At KS5 students have seven hours per week in small tutorial style sessions, currently two sessions per week on course content, one grammar focus, one independent listening practice.

The structure of the curriculum has been planned to build upon knowledge cumulatively- revising often key grammatical concepts, tenses and essential vocabulary. Each topic is taught thematically with a greater focus on introducing new vocabulary and using this successfully in simple language before increasing the level of difficulty by manipulating familiar vocabulary in a range of different contexts. SOL specify the end point students must achieve in order to move onto the next module and continue their language learning. In Year 7 time is spent ensuring all students are brought up to a base level in French regardless of the quality of their KS2 MFL provision. Additional stretch and challenge enables students to embed their prior learning and complete increasingly complex tasks.

All lessons will begin with a vocabulary retrieval DNA improving student's memory skills and end with a well-planned end of lesson task allowing students to demonstrate and evidence mastery of the lesson objective. A mixture of skills (speaking, writing, reading, listening) should be used across lessons. At BDA however, we will maintain a particular focus on improving the complexity of writing and listening skills reflecting areas of development from previous years' examination results. When teaching, lessons will prioritize a backwards planned end of lesson task which enable students to demonstrate master of the lesson objective. Gathering data on student performance in this way allows staff to adapt lessons further and reteach or differentiate.

A priority for the department moving forwards is to further embed approaches from the most recent research around MFL teaching into our teaching practice. Elements of sustained improvement on student outcomes can be found in our work on: collaborative learning, whole-class feedback, intentional monitoring, vocab acquisition strategies and embedding memory transfer skills. Curriculum development sessions throughout the academic will be used to upskill staff across the department in mastery of these essential pedagogical approaches. We are committed to the continued development of staff and ensuring staff are well-equipped with the expected subject knowledge required to produce excellent lessons.

There is a range of documents provided to support staff with the core knowledge required to be covered in all lessons. The Schemes of Learning include: necessary vocabulary learning, common misconceptions, model end of lesson task, deep mark assessment tasks and the rationale for each module. Additionally, two-page lesson booklets are used a minimum curriculum coverage for all year groups. For students the learning will be anchored in the lesson objective and time should be spent highlighting the importance of the content they are covering eg. links to assessments, real-life use, links to prior or future learning.

#### **Key Stage 2 Key Skills:**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Year 7:** By the end of year 7 students will be able to use the present tense with regular and key irregular verbs. Pupils need to know a range of basics well including numbers, days, months, time, opinions and reasons and can confidently talk about themselves in detail.

	<p><b>Year 8:</b> By the end of year 8 students will have a good knowledge of how to form the near future and basic perfect tense. They will be able to discuss holidays and how to describe a future and past trip. This relates to the year 8 France residential that pupils attend. Pupils will also be able to discuss technology and how they pass their time with their friends. They begin to be able to speak French in more authentic settings e.g. directions, ordering in a shop and tourist information.</p> <p><b>Year 9:</b> By the end of year 9 pupils begin to understand some of the key skills examined at GCSE level including the role play, picture cards, translation and writing tasks. Pupils build on their basic knowledge of the tenses and can use 3 tenses more confidently. They are also subject to basic imperfect and future tense. They can apply their knowledge to family, leisure, festivals and town.</p> <p><b>Year 10:</b> By the end of year 10, pupils have completed their first full GCSE mock papers. They understand fully the full range of exams they will set and they have begun to develop strategies to complete these tasks with confidence. They have completed Town, Holidays, School and Work at GCSE level.</p> <p><b>Year 11:</b> By the end of year 11 pupils will have completed the course and be fully prepared to sit their GCSEs. They will have embedded key vocab, grammar and skills to complete the four skills successfully.</p>
--	--

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	<b>Je m'appelle/Greetings and Names</b>	<b>Dans ma trousse/ In my pencilcase</b>	<b>J'ai un zoo!/ Describing animals</b>	<b>Les couleurs/ Colours</b>	<b>Au café/ Ordering food</b>	<b>La chenille qui fait des trous/The Very Hungry Caterpillar</b>
	Content	Basic introductions, feelings, simple numbers	Pencil case items, nouns. Key verbs, asking questions	Range of animals, saying 'I have/ I don't have,' introduction to articles	Range of colours. Describing animals	Range of food, asking for food, saying what you would like	Understanding a story in French. Retelling a story with basic vocabulary, days of the week, food, animals
	Vocabulary	<b>Salut / Bonjour / Au revoir</b> Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ça va ?(How's it	<b>Pencil case</b> une trousse (a pencil case) un stylo (a pen) un crayon ( a pencil) un taille-crayon (a sharpener) une bâton de colle ( a glue stick)	<b>9 animals - nouns</b> un chat ( a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep )	<b>Colours</b> bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	<b>Food</b> une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux	<b>Days of the week</b> les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

		going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you), ça ne va pas (badly) <b>Numbers 1-12</b> un, deux trois quatre cinq six sept huit neuf dix onze douze	une règle (a ruler) une gomme (a rubber) les/des feutres (felt-tip pens) les/des ciseaux (scissors) <b>Pencil case</b> As tu un/une...?(Do you have a?) Oui, Non (Yes, No) <b>Pencil case</b> Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse j'ai...(In my pencil case I have...)	un ours (a bear) une grenouille (a frog)  <b>9 animals - articles</b> Articles change: un, une, des, le, la, les		fruits, une saucisse, une madeleine, une tranche de pastèque <b>Snack foods</b> une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange juice), une banane (a banana), <b>Ordering food in a café</b> Qu'est-ce que vous voulez? (What do you want?) Je voudrais un / une...(I want a ) S'il vous plaît (please) Voilà (Here you are) Merci (thank you) De rien (you're welcome)	
Year 4	Topic	<b>Instructions de classe/ Classroom Langage</b>	<b>Mon Anniversaire/ My birthday</b>	<b>Je me décris/ Describing myself</b>	<b>Je me décris/ Describing myself</b>	<b>Dans ma famille/ My Family</b>	
	Content	Know a range of French classroom instructions, revise greetings and simple questions, use imperative to give instructions	Know days of the week, months, numbers to 31, say when your birthday is, describe what you do for your birthday	Describe what you look like, know range of body parts	Describe your hair and eyes, ask people about themselves, use complex adjectives to add more detail	Describe the members of your family, understand genders, be able to use the third person to talk about others	
	Vocabulary	<b>Revision greetings + classroom language</b> Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ça va ?(How's it going?) oui / non fantastique/super (great)	<b>Numbers 1-31 + revision days of the week</b> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-u	<b>Parts of the face</b> le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreilles <b>Parts of the body</b> la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac	<b>Describing hair &amp; eyes</b> Tu as les yeux de quelle couleur? J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux? J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi-longs/raides/bouclés/ondulés	<b>Nouns for family members</b> ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? <b>Comment ça s'écrit? Alphabet introduction</b>	

		<p>très bien merci (very well, thanks)  pas mal, merci (not bad, thank you),  ça ne va pas (badly)  Asseyez-vous, Sortez vos affaires,  Regardez, Écoutez, Répétez, Répondez,  Levez la main,  Dessinez, Écrivez,  Rangez vos affaires,  Silence!, Levez-vous</p> <p><b>Classroom language</b></p> <p>Silence! (Silence!)  Prenez un stylo! (Get out a pen!)  Un volontaire! (A volunteer)  Ouvrez vos cahiers! (Open your exercise books!)  Regardez! (Look!)  Croisez les bras! (Fold your arms!)  Écoutez (Listen!)  Écrivez! (Write!)</p>	<p><b>Numbers 1-31 + months</b>  janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p><b>Birthday celebration vocabulary</b>  un dessin, un cadeau, un ballon, un gâteau, les amis, joli, fantastique, délicieux, heureux, heureusement, malheureusement, quel dommage!</p>				
<b>Year 7</b>	<b>Topic</b>	<b>Who am I</b>	<b>Describing others</b>	<b>School</b>	<b>Technology</b>	<b>Hobbies</b>	<b>Where I live</b>
	<b>Key question</b>	Who am I? Who is in my family? How can I introduce myself in French?	What do other people look like? What are other peoples' personalities like?	What do I think about school? What are the main differences between school in the UK and France?	How do I use technology everyday? What are the dangers of the internet?	What do I do in my free time? What have I done recently with friends?	Where do I live? What is my town and local area like? Can I describe a town in France in detail?
	<b>Content</b>	<b>Who Am I</b> – introductions, classroom routine & items. <b>My Family</b> – members of my family, where I live & countries	<b>Descriptions</b> of me & 3 <sup>rd</sup> person descriptions	<b>School</b> – what subjects I do, telling the time & giving opinions <b>Food</b> – different types of food and added opinions	<b>Technology</b> – how I use it + present tense <b>Sports</b> – Am I sporty & different kinds of sports	<b>Hobbies</b> – what I like to do & what I don't like to do <b>3<sup>rd</sup> person descriptions</b> <b>On peut + infinitives</b>	<b>Where I live</b> – what is there in my town & descriptions in present tense. <b>Near future</b> – what are you going to do
	<b>Assessment</b>		ACA Aut 2 Reading, Writing, Listening				ACA Summer 2 Listening, Writing, Speaking
<b>Year 8</b>	<b>Topic</b>	<b>Free time activities</b>	<b>Paris</b>	<b>My identity</b>	<b>Francophone World</b>	<b>Where I live</b>	<b>Daily Routine</b>
	<b>Key question</b>	What do I do in my free time? What have I done recently with friends?	What can I do in Pairs? What am I going to do in Paris when I visit in the future?	Can I talk in detail about myself and the relationships I have with different people?	Where else in the world do people speak French?	What is my local area like compared to where people in Francophone countries live?	How do I get myself ready every morning? Is my daily routine different at the weekend?

	Content	<b>Classroom routines</b> and language <b>Hobbies</b> – TV, cinema, reading and social media – asking questions (tu veux venir?) <b>Food &amp; healthy eating</b> Market and resto role play	<b>Paris touristique</b> – on peut/il faut <b>Giving opinions</b> and being a tourist <b>Passé compose</b> – extensive intro <b>How was it?</b> <b>14<sup>th</sup> July</b> in Paris <b>Near future tense</b> – combine with passé	Family members Personality descriptions My style Musical tastes My passions	<b>Holidays</b> in a Francophone country <b>Tourism/lost &amp; found</b> office role play	<b>Where I live</b> – what my house is like <b>Where is it?</b> Directions and descriptions	<b>Daily routine</b> – reflexive verbs
	Assessment		ACA Reading, writing, listening				ACA- reading, writing, listening, 3minute speaking exam
<b>Year 9</b>	Topic	<b>Module 1: Qui suis je?</b>	<b>Module 2: Le temps des Loisirs</b>	<b>Module 2: Le temps des Loisirs</b>	<b>Module 3: Jours de fete</b>	<b>Module 3: Jours de fete</b>	<b>Year 9 Skills based revision</b>
	Key question	Who am I? What do I do in my free time? Who is in my family? What am I going to do this weekend?	Who is my role model in life? How do I stay safe online? What do like to read/watch/listen to?	Can I accurately form the near future and imperfect tenses? Which films have I seen in the	How do I celebrate special occasions with my family and friends?	How are a range of special occasions celebrated across the francophone world?	
	Content	<b>Revision of 7/8 topics:</b> Family and Friends <b>Reflexive verbs</b> - family <b>Present tense</b> – revision with friends <b>Passé compose</b> – revision with what you did last night <b>Near future</b> – we are going to see a show <b>Imperfect tense</b> – passé compose vs imperfect	<b>My role model</b> – using 3 tenses together <b>Revision of technology, films and TV</b> <b>My life online</b> – comparatives <b>Reading and TV programs</b>	<b>Cinema</b> and superlatives Recap on <b>near future tense</b> and <b>imperfect tense</b>	<b>Daily routine</b> – devoir and pouvoir <b>Healthy eating</b> <b>Tu vs Vous</b> <b>Clothes</b> – shopping for and discussing <b>Felicitations</b> – venir de	Range of religious festivals Range of special dates in the French calendar	
	Assessment		ACA SAMS 1 Adapted Reading, writing, listening				Adapted SAMS Including 5minute speaking exam
<b>Year 10</b>	Topic	<b>Module 4: La ou j'habite</b>	<b>Module 5: Les vacances</b>	<b>Module 5: Les vacances</b>	<b>Module 6: Au college</b>	<b>Year 10 Skills based revision</b>	<b>Year 10 Revision</b>
	Key question	What is there in my region? What is the climate like? What can people do locally?	Where do I usually go on holiday? Where have I been in the past?	Where would I like to go on my dream holiday?	Do I like my school? What do I think about school uniform? How is the French school system different to the British school system?		
	Content	<b>Theme: Local Area, Holiday &amp; Travel</b> <b>Where I live, weather &amp; transport</b> What is in <b>my region</b> Describing <b>my town</b> – positives and negatives	<b>Theme: Local Area, Holiday &amp; Travel</b> <b>Holidays:</b> what you normally do using present tense Describing holidays in <b>past, present &amp; future</b>	<b>In a hotel</b> – ordering a room, what you would like <b>Food</b> – food on holiday, ordering, descriptions <b>Dream holidays</b> – conditional tense + <i>c'était catastrophique</i>	<b>Theme: School</b> <b>School subjects</b> <b>My school</b> – describing what is in my school <b>School rules</b> – il faut, il est interdit de Imperatives	Modules 1-6 Tenses Higher level gramatical structures	

		<b>Weather using simple future</b> C'est pour un <b>renseignement</b> – asking questions <b>Francophone</b> town case study	<b>Directions</b> – asking and answering		<b>Je suis fier de moi</b> – past, present and future recap <b>School exchange</b> – past, present and future recap		
	Assessment		ACA SAMS 2 adapted: Reading, Writing, Listening		ACA: reading, writing, listening	Mock speaking examination: General Conversation questions Module 1-6	2018 Full mock examination: reading, writing, listening
<b>Year 11</b>	Topic	<b>Module 7: Bon Travail</b>	<b>Module 8: Un oeil sur le monde</b>	<b>Speaking Exam Preparation</b>	<b>Skills Revision</b>	<b>Skills revision</b>	
	Key question	Where would I like to work in the future? What jobs do my parents do?	How can I help to protect the planet from pressing environmental issues?	'General conversation' questions covering all 8 modules			
	Content	<b>Theme:</b> <i>Future aspirations, study and work</i> <b>Jobs</b> , part-time jobs and work preferences <b>Ambitions and interests</b> – conditional tense <b>Il faut que je fasse ça:</b> WOW expressions for writing <b>Importance of languages for work</b> <b>How was it</b> – recap of past tenses <b>Je voudrais postuler</b> – conditional	<b>Theme:</b> <i>Bringing the world together</i> <b>Our planet</b> – problems for the environment <b>Problems in town Solutions</b> to environmental issues <b>Ethical shopping</b> – where does your tee-shirt come from? <b>Big events</b> – advantages and disadvantages		Lesson 1-4 Lesson 4-8 Lesson 8-12 Lesson 12-16		
	Assessment		ACA <i>2018 GCSE French Full set of papers (Reading, writing, listening) Conducted in class</i>	Mock GCSE Speaking examination	<i>2019 GCSE French Full set of papers (4XSkills) In Hall and off timetable for speaking exams H/W Vocab and grammar testing Practice exam questions</i>		
<b>Year 12</b>	Topic	<b>Les changements dans la société française</b>	<b>La culture politique et artistique dans les pays francophones</b>	<b>'No et Moi' text</b>	<b>French politics/ French Education</b>	<b>Festivals/le monde du travail</b>	<b>Revision and examination preparation</b>
	Key question	How have notions of society changed throughout recent history in France?	What has been the impact of the Arts in the Francophone world?	How does the text present social and cultural issues?	How is the impact of French politics felt in different domains?	What do French customs and traditions teach us about the beliefs of French society?	
	Content	Les changements dans les attitudes	Les changements et les développements	Characterisation Structure	L'impact sur la société et la politique	Les festivals, fêtes, coutumes et traditions	

		<p>envers le mariage, les couples et la famille Le système éducatif et les questions estudiantines La vie active en France et les attitudes envers le travail Le droit à la grève L'égalité des sexes</p>	<p>L'impact de la musique sur la culture populaire La liberté d'expression La presse écrite et en ligne  La Vie en Rose, dir. Olivier Dahan (2007)</p>	<p>Stylistic features Concepts and issues Free choice of work different characters key themes/issues social and cultural setting styles/techniques employed</p>	<p>La montée du Front National Les leaders du Front National L'opinion publique</p>		
	Assessment		<p>Listening, reading and translation</p>	<p>No et Moi, Delphine de Vigan, 2007 (novel)</p>			<p>Paper 1 : Listening, Reading and Translation Paper 2 : written response to works and translation Paper 3: Speaking</p>
<b>Year 13</b>	Topic	<b>Immigration</b>	<b>Film Study: 'La Haine'</b>	<b>Occupation and Resistance</b>	<b>Consolidation of Book and Film</b>	<b>Revision</b>	
	Key question	How does the topic of Immigration play out on the French political landscape?	What does La Haine teach us about French views on marginalised groups of society?	What has been the lasting impact of the French Occupation by Nazi Germany and the Resistance movement?			
	Content	<p>Les contributions des immigrés à l'économie et à la culture Les activités des communautés La marginalisation et l'aliénation du point de vue des immigrés</p>	<p>Free choice of film different characters key themes/issues social and cultural setting styles/techniques employed</p>	<p>La collaboration L'antisémitisme Maréchal Pétain et la Révolution nationale Jean Moulin, Charles de Gaulle et les femmes de la Résistance La résistance des Français</p>			
	Assessment	Mock examinations: Listening and reading, writing and translation	La Haine, dir. Mathieu Kassovitz (1995)			<p>AO1 AO2 AO3 AO4</p>	