

## Marshland Curriculum Overview

## MFL - French, Spanish & German

### Curriculum Intent

At Marshland High School, the purpose of studying a foreign language is to broaden pupils' horizons, encouraging them to step outside of their cultural boundaries, so that they can have an insight into the world outside of the UK. Learning a language provides an opening to other cultures in Europe and beyond. Pupils are encouraged to appreciate and celebrate cultural differences. The focus on cultural content and on 'learning something new' helps give students a sense of purpose and brings language learning to life. Learning one language should also provide the basis for learning further languages. Ultimately, we aim to provide students with the confidence to study and work in other countries.

Throughout their study students deepen their knowledge, building on previous language skills, to develop the ability to successfully complete study at GCSE level. Through the use of the written and spoken word, there is a strong focus on phonics. Students develop skills in 5 areas: reading, listening, speaking, writing and translation. Through these skills, students build upon the base of vocabulary acquired at KS3 to learn key grammatical principles, allowing them to further manipulate language for a variety of purposes (both spoken and written). In addition to linguistic skills, students have the opportunity to explore more aspects of culture, with the aim of further fostering their curiosity for the wider world and to acquire a greater understanding of different countries and cultures.

### How does our curriculum build upon previous learning?

<b>KS3</b>	<p>The national MFL KS2 curriculum can be in any language. Despite not all students studying the same language at KS2 that they may study at KS3, it still provides skills on how to learn vocabulary, that there are differences in phonics in different languages, and that sentence structure differs depending on each language.</p> <p>At KS3, our curriculum aims to provide sound grammatical progression. The scheme of work introduces grammar in a logical order and at the right pace for students. Grammar points and vocabulary are revisited and gradually combined with other topics or grammatical structures. The recycling of grammar helps students to practise and grasp concepts and to use grammar independently across a variety of contexts. All four language skills are systematically developed throughout lessons with a focus on skills such as phonics, translation, understanding authentic and literary texts, and spontaneous speaking and writing.</p>
<b>KS4</b>	<p>In KS4, students apply phonics, grammar and vocabulary knowledge to their GCSE course, which looks deeper into the world around us. They learn to analyse and discuss topics of everyday interest, such as the environment, social media, family, life, society and health. KS3 grammar is deepened with students required to produce this grammar in the written and spoken form. Students are also exposed to longer literary texts that they are required to analyse.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<p>Students use their phonics, vocabulary and grammar knowledge in a variety of activities within MFL lessons:</p> <ul style="list-style-type: none"> <li>● Reading a text out loud (phonics)</li> <li>● Dictation</li> <li>● Reading comprehension (English and target language)</li> <li>● Listening comprehension (English and target language)</li> <li>● Speaking practice, such as role plays, picture descriptions and general conversation</li> <li>● Translation activities</li> <li>● Writing practice, such as describing a picture or writing an essay</li> <li>● Grammar activities</li> </ul>	<p>Developing memorisation skills and learning how to place vocabulary and grammar knowledge into the long-term memory is an important part of teaching foreign languages. We help students develop these skills by using the following techniques:</p> <ul style="list-style-type: none"> <li>● Using prior phonics, vocabulary and grammar knowledge in different contexts</li> <li>● Vocabulary and grammar quizzes as retrieval practice during every lesson</li> <li>● Providing language frames, but removing more and more of the scaffolding to encourage independent thinking and analysing</li> <li>● Targeted questioning during class activities to check understanding and progress of individuals</li> <li>● Modelling answers, practising together and then encouraging students to create their own work</li> <li>● Low stakes testing of grammar and vocabulary</li> <li>● Dual-coding in vocabulary learning</li> </ul>

### How does our curriculum align to the national curriculum?

Based on the national curriculum, our curriculum has taken upcoming changes into account. We not only focus on encouraging students with high prior attainment, we also encourage students with lower prior attainment and target groups including SEND students and boys.

### How do we check student understanding and monitor progress?

- In lessons we check knowledge through retrieval quizzes and low stakes testing
- Targeted hands-down questioning gives teachers the opportunity to understand individual's progress, whilst also ensuring that students who are not confident in speaking a foreign language, have opportunity to be successful and gain in confidence
- Whole class marking and live marking is a valuable yet quick way to understand progress and knowledge gaps, with students keen to respond to suggestions straight away. It also allows the teacher to address issues immediately, for example, misconceptions of a grammar point.
- Summative assessments identify gaps in phonics, grammar or vocabulary which are then addressed in lessons. Summative assessments also test student ability to cross reference grammar and vocabulary from one topic to the next

## French - Curriculum sequencing

Year	Autumn	Spring	Summer
7	<p><b>Me and my family</b></p> <ul style="list-style-type: none"> <li>● describing yourself and others</li> <li>● phonics</li> <li>● alphabet</li> <li>● numbers 0-31</li> <li>● months and days of the week</li> <li>● brother and sister</li> <li>● animals/pets</li> <li>● family members</li> <li>● describing physical attributes</li> <li>● describing character</li> <li>● numbers up to 100</li> <li>● cultural lesson: Christmas</li> </ul>	<p><b>My school life</b></p> <ul style="list-style-type: none"> <li>● school subjects</li> <li>● opinion about school subjects</li> <li>● time</li> <li>● timetable</li> <li>● describing a school day</li> <li>● describing the school uniform</li> <li>● cultural lesson: the French school system</li> <li>● weather in combination with clothing</li> <li>● sports we play and do</li> <li>● hobbies</li> <li>● cultural lesson: Easter</li> </ul>	<p><b>My home and local area</b></p> <ul style="list-style-type: none"> <li>● description of where you live</li> <li>● countries</li> <li>● types of houses</li> <li>● rooms</li> <li>● places in town</li> <li>● saying what you do at home and in town</li> <li>● food</li> <li>● more time phrases</li> <li>● ordering food in a café or restaurant</li> <li>● saying what you will do on the weekend</li> <li>● cultural lesson: film study</li> </ul>
8	<p><b>My summer holidays and festivals</b></p> <ul style="list-style-type: none"> <li>● talking about where you went in the holidays</li> <li>● sights you visited</li> <li>● activities you did</li> <li>● describing a visit to a theme park</li> <li>● transport</li> <li>● revision numbers and dates</li> <li>● describing a visit to a festival or celebration such as carnival or music festival</li> <li>● talking about ticket prices</li> <li>● food at festivals</li> <li>● cultural lesson: Christmas markets</li> </ul>	<p><b>My free-time activities</b></p> <ul style="list-style-type: none"> <li>● discussing TV programmes</li> <li>● modern technologies</li> <li>● types of films</li> <li>● revisiting and extending leisure activities</li> <li>● revisiting and extending where you live</li> <li>● revisiting and extending places in town</li> <li>● revisiting and extending weather and combining it with activities</li> <li>● talking about activities at home and how you help out at home</li> <li>● cultural lesson: Easter celebrations and 1st April</li> </ul>	<p><b>My daily routine and health</b></p> <ul style="list-style-type: none"> <li>● daily routine</li> <li>● revisiting activities in your area and extending them to the past tense</li> <li>● sports in your area</li> <li>● giving opinions about sports</li> <li>● tackling an extended piece of writing using different tenses</li> <li>● asking for the way</li> <li>● healthy living</li> <li>● illnesses and injuries</li> <li>● cultural lesson: film study</li> </ul>

## French - Curriculum sequencing

Year	Autumn	Spring	Summer
<b>9</b>	<p><b>My opinion about a range of activities</b></p> <ul style="list-style-type: none"> <li>● talking about likes and dislikes of activities</li> <li>● talking about school clubs and activities</li> <li>● describing yourself and your friends</li> <li>● tackling a literary text</li> <li>● describing birthday celebrations and what you wear and eat or do</li> <li>● talking about earning money</li> <li>● jobs</li> <li>● cultural lesson: Christmas</li> </ul>	<p><b>My past activities and music</b></p> <ul style="list-style-type: none"> <li>● past tense activities</li> <li>● musical instruments</li> <li>● musical preferences</li> <li>● future plans and comparisons</li> <li>● describing a past trip to a concert</li> <li>● discussing eating habits and diet</li> <li>● nature and environment issues</li> <li>● cultural lesson: Easter</li> </ul>	<p><b>The wider world around me</b></p> <ul style="list-style-type: none"> <li>● talking about you would like to change the world</li> <li>● countries and places you would like to visit</li> <li>● describing places that you find impressive</li> <li>● holiday activities</li> <li>● the French speaking world</li> <li>● teenagers in French speaking countries</li> <li>● cultural project about French speaking countries</li> <li>● cultural lesson: film study</li> </ul>
<b>10</b>	<p><b>My personal world</b></p> <ul style="list-style-type: none"> <li>● free time and daily routine</li> <li>● friendship and personal descriptions</li> <li>● role models and celebrations</li> <li>● making arrangements</li> </ul> <p><b>Lifestyle and wellbeing</b></p> <ul style="list-style-type: none"> <li>● food and drink</li> <li>● better living</li> </ul>	<p><b>My neighbourhood</b></p> <ul style="list-style-type: none"> <li>● town and directions</li> <li>● shopping for clothes</li> <li>● visiting other places</li> <li>● environment</li> </ul>	<p><b>Media and technology</b></p> <ul style="list-style-type: none"> <li>● free time</li> <li>● life online</li> <li>● online films and videos</li> <li>● past tense</li> <li>● Francophonie</li> </ul>
<b>11</b>	<p><b>Future aspirations, study and work:</b></p> <ul style="list-style-type: none"> <li>● talking about jobs</li> <li>● International and global dimension: environment, charities and volunteer work</li> </ul>	<b>Revision and exam preparation</b>	

### Spanish - Curriculum sequencing

Year	Autumn	Spring	Summer
<b>7</b>	<b>Me and my family</b> <ul style="list-style-type: none"> <li>● describing yourself and others</li> <li>● phonics</li> <li>● alphabet</li> <li>● numbers 0-31</li> <li>● months and days of the week</li> <li>● brother and sister</li> <li>● animals/pets</li> <li>● family members</li> <li>● describing physical attributes</li> <li>● describing character</li> <li>● numbers up to 100</li> <li>● cultural lesson: Christmas</li> </ul>	<b>My free-time activities</b> <ul style="list-style-type: none"> <li>● sports we play and do</li> <li>● hobbies</li> <li>● weather in combination with activities</li> <li>● school subjects</li> <li>● opinion about school subjects</li> <li>● food and drink at school</li> <li>● describing a school day</li> <li>● cultural lesson: Easter</li> </ul>	<b>My home and local area</b> <ul style="list-style-type: none"> <li>● description of what there is in your town</li> <li>● say where you go in town</li> <li>● talking about future plans</li> <li>● describing where you live</li> <li>● describing your house and rooms</li> <li>● visiting a café in town and ordering</li> <li>● learning about Barcelona</li> <li>● cultural lesson: film study</li> </ul>
<b>8</b>	<b>My past holidays and celebrations</b> <ul style="list-style-type: none"> <li>● talking about where you went in the holidays</li> <li>● sights you visited</li> <li>● activities you did</li> <li>● describing a visit to a theme park</li> <li>● transport</li> <li>● talking about modern technologies</li> <li>● music, TV and films</li> <li>● cultural lesson: Christmas markets</li> </ul>	<b>Food and celebrations</b> <ul style="list-style-type: none"> <li>● learning about Spanish and Hispanic foods and eating habits</li> <li>● discussing eating habits and giving opinion about foods</li> <li>● ordering food in a restaurant</li> <li>● visiting a food market</li> <li>● planning a future party</li> <li>● describing a past celebration</li> <li>● arranging to meet</li> <li>● finding excuses to not go out</li> <li>● cultural lesson: Easter celebrations in Spain</li> </ul>	<b>My daily routine in and around my home</b> <ul style="list-style-type: none"> <li>● routine when going out</li> <li>● saying what you wear out</li> <li>● saying what you normally wear</li> <li>● describing a holiday house</li> <li>● describing what you can do in your town</li> <li>● asking for directions</li> <li>● places in your town</li> <li>● creative writing: At a summer camp in Spain</li> <li>● cultural lesson: film study</li> </ul>

### Spanish - Curriculum sequencing

Year	Autumn	Spring	Summer
<b>9</b>	<p><b>Free-time activities</b></p> <ul style="list-style-type: none"> <li>● Likes and dislikes</li> <li>● cinema and films</li> <li>● celebrations</li> </ul> <p><b>Jobs</b></p> <ul style="list-style-type: none"> <li>● part-time and chores</li> <li>● activities at a place of work</li> <li>● cultural lesson: Christmas festivals in Spain</li> </ul>	<p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>● Healthy food and drink</li> <li>● Body parts</li> <li>● aches and pains</li> <li>● daily routine</li> <li>● sports</li> <li>● getting fit</li> <li>● global issues</li> <li>● nationalities</li> <li>● children's lives</li> </ul>	<p><b>Children's rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>● journeys to school</li> <li>● transport</li> <li>● environmental issues</li> </ul> <p><b>A visit to Madrid</b></p> <ul style="list-style-type: none"> <li>● meeting and greeting</li> <li>● places in Madrid</li> <li>● activities you can do</li> <li>● Souvenirs</li> <li>● weather</li> </ul>
<b>10</b>	<p><b>My personal world</b></p> <ul style="list-style-type: none"> <li>● family and personal descriptions</li> <li>● role models and friendships</li> <li>● making arrangements</li> </ul> <p><b>Lifestyle and wellbeing</b></p> <ul style="list-style-type: none"> <li>● food, drink and daily routine</li> <li>● healthy eating</li> </ul>	<p><b>My neighbourhood</b></p> <ul style="list-style-type: none"> <li>● town</li> <li>● shopping and describing town</li> <li>● understanding other places</li> <li>● environment</li> </ul>	<p><b>Media and technology</b></p> <ul style="list-style-type: none"> <li>● free time</li> <li>● your digital life</li> <li>● online activities</li> <li>● the Spanish-speaking world</li> </ul>

### German - Curriculum sequencing

Year	Autumn	Spring	Summer
<b>11</b>	<p><b>Future aspirations, study and work</b></p> <ul style="list-style-type: none"> <li>● talking about jobs, reality and dream, jobs involving languages</li> <li>● International and global dimension: global sport and music competitions, environment, charities and volunteer work</li> </ul>	<b>Revision and exam preparation</b>	

<p><b>Rationale for this sequencing</b></p>	<p>Learning a language requires students to complete steps in a specific order to build and develop upon existing knowledge and skills. In order for this to happen, grammatical terms and vocabulary content must be carefully considered. For example, in grammatical terms, students cannot talk about future tense until they have understood the concept of tenses, and conjugation introduced through the present tense in Y7.</p> <p>We therefore sequence topics according to their grammatical accessibility to students at KS3. Pupils at KS3 talk about themselves, their family and friends, their school and then their free-time, holidays and work. We also touch upon some KS4 topics such as an introduction to environmental issues, which are covered at the end of Y9 as a transition into KS4.</p> <p>The growing progression of inward to outward facing topics reflects the increasing maturity of pupils. As a result, our curriculum is sequenced to scaffold language learning through understanding of concepts followed by active manipulation of the language.</p> <p>We follow the Edexcel GCSE specification for French, Spanish and German. The curriculum is organised into six themes in Year 10 and five themes in Year 11 sequenced by looking at yourself, family and friends first and then expanding to the local area and finally the wider world. Themes for Year 10 are: my personal world, lifestyle and wellbeing, my neighbourhood, media and technology , studying and my future and travel and tourism. The themes for Year 11 are: Identity and culture; local area, holiday and travel; school; future aspirations, study and work, and finally the International and global dimension. Sub-topics within the five or six themes are interleaved throughout the GCSE course, giving students an opportunity to recall prior knowledge, in order to be successful in their exams.</p>
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### How does our curriculum prepare students for the transition to post-16 pathways?

Our GCSE syllabus fully prepares students for A level study in their chosen target language. GCSE students build on, and deepen knowledge of vocabulary and grammar. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes, such as role-play, photo card description and conversation. They are encouraged to show spontaneity and deal with unexpected questions and responses.

Students develop:

- ability to manipulate structures and tenses to write for a range of purposes
- translation skills from and into the target language, ranging from sentences to a paragraph
- tackling longer literary texts in preparation for reading a book in the target language at A-Level.

The grammar and vocabulary knowledge gained at KS3 and deepened at KS4 form strong foundations to succeed at KS5.