



Modern Foreign Languages Department

Departmental Overview

Pupils in Key Stage 3 (Years 7 - 9) study either French or Spanish. In Key Stage 4, pupils have a choice of French or Spanish GCSE and these are classed as Supplementary Core preferences. At Key Stage 5, A Level French and Spanish are offered.

Our lesson planning covers all the components of the National Curriculum programme of study. Grammar is taught implicitly (as in their mother tongue) throughout Key Stage 3 to embed structures through real context exposing pupils to target language from Year 7. In Key Stages 4 and 5, grammar is broken down to raise awareness of the rules, once they are already confident to understand and use the language. The MFL curriculum develops children's interest in learning other languages in a way that is creative, enjoyable and stimulating. We strive to stimulate and encourage curiosity about language. We aim to embed the skills of listening, speaking, reading and writing which are necessary to enable children to use and apply their language learning in a variety of contexts.

In Year 7, pupils are taught five periods of French or Spanish each week, according to their choice. In Year 8 and 9 pupils are currently taught in groups and study four hours weekly. Homework is set regularly and feedback is given as to how pupils can improve their work, which must be responded to using a purple pen. Culture awareness and spontaneous language is an integral part of their programme of study.

French

Year 7:

In Year 7 French, pupils work on the four key skills of listening, speaking, reading and writing. They learn how to give and understand basic personal information on themes such as name, age, physical description, family and pets, as well as learning numbers and how to tell the time. In addition, pupils learn how to talk about where they live, their hobbies, leisure activities and the lessons they like or dislike, giving short reasons to explain why. Basic grammar is introduced, including the present tense, as are common opinion structures and question words. Pupils are encouraged to participate in French as much as possible during lessons. Pupils work with '*Le Petit Nicolas*', an original French film in order to learn about school life.

Year 8:

In Year 8, pupils develop their skills of listening, speaking, reading and writing. The work is based around the topics of past and future, talking about events of their school daily life as rules, detentions and plans. Pupils develop their intercultural awareness by working with the films of '*Les Choristes*' and learning key information about the French revolution. Increasing pupils' grammar awareness is also a focus, particularly regarding past and future verb tenses to enable them to produce more complex linguistic structures and achieve at a higher level. The skill of giving and justifying opinions is also explored further.

Year 9:

In Year 9 pupils further develop their French skills in listening, speaking, reading and writing. The work is based around holidays, environment and local area. In Year 9, there is an increased emphasis on confident, spontaneous speaking and writing in readiness for the GCSE course. Grammar is also a focus, particularly the expression of activities in past, present and future tenses, which enable pupils to produce more complex linguistic structures and achieve at a higher level.

Pupils will also be introduced to reflexive verbs and the conditional, with an extension topic based around human rights issues at the end of the year. Pupils develop their intercultural awareness by studying '*Au Revoir les Enfants*' where they will understand the situation of France during the Second World War.

Key Stage 4

Pupils may choose to continue with one language in Year 10, building on their knowledge from Key Stage 3, and preparing for the requirements of GCSE. Pupils follow six hours of lessons per fortnight.

Homework is set each week and may include Yabla.com videos, grammatical work, reading comprehension, writing, speaking preparation, research or vocabulary learning. Pupils' progress is regularly assessed against their minimum target grade.

Pupils build on the skills and knowledge acquired in Year 9. At the end of Year 11, they sit examinations in listening, reading, speaking and writing. They will have an opportunity to sit a mock examination in these skills and receive extensive guidance and links to practice questions. Their performance in previous mock examinations and class work will determine their final tier of entry (either Foundation or Higher).

We teach the AQA GCSE French specification. The syllabus covers three themes.

Theme 1: Identity and culture covers the following four topics:

- Topic 1: Me, my family and friends
 - Relationships with family and friends
 - Marriage/partnership
- Topic 2: Technology in everyday life
 - Social media
 - Mobile technology
- Topic 3: Free-time activities
 - Music
 - Cinema and TV
 - Food and eating out
 - Sport
- Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics:

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
 - Charity/voluntary work
 - Healthy/unhealthy living
- Topic 3: Global issues
 - The environment
 - Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Key Stage 5

In Key Stage 5, students are taught for five periods a week and students also have one extra period either individually, or in a small group with a maximum of three students, to develop speaking skills. This extra period may be with a Language Assistant or one of the teaching staff. Students are expected to complete five hours of private study and revision each week, and the work produced is monitored and assessed on a regular basis.

We teach the AQA A Level French syllabus, and the specification is as follows:

Year 12:

1. La famille en voie de changement
2. La « cyber-société »
3. Le rôle du bénévolat
4. Une culture fière de son patrimoine
5. La musique francophone contemporaine
6. Le septième art
7. Dossier cinéma/littérature

Year 13:

1. Les aspects positifs d'une société diverse
2. Quelle vie pour les marginalisés?
3. Comment on traite les criminels
4. Les ados, le droit de vote et l'engagement politique
5. Manifestations, grèves – à qui le pouvoir?
6. La politique et l'immigration
7. Dossier cinéma/littérature

Summary of exam structure:

Paper 1 Listening, reading and writing: 2 hours 30 min 50% 100 marks

Paper 2 Writing (film/literature essay): 2 hours 20% 80 marks

Paper 3 Speaking: 21-23 min 30% 60 marks

Spanish

Year 7:

In Year 7 Spanish, pupils work on the four key skills of listening, speaking, reading and writing. They learn how to give and understand basic personal information on themes such as greetings, name, age, physical description, family and pets, as well as learning numbers and how to tell the time. In addition, basic grammar is introduced, including the present tense, as are common opinion structures and question words. Pupils are encouraged to participate in Spanish as much as possible during lessons. Pupils work with '*Spanish Speaking World*' to learn about where they live, about their life, which country they like or dislike and give short reasons to explain why.

Year 8:

In Year 8 pupils develop their Spanish skills in listening, speaking, reading and writing. The work is based around the topics of holidays, daily routine, past holidays, food and eating out, clothes, school uniform, and a focus on the short film '*Manolito Gafotas*'. Pupils develop their intercultural awareness by studying this Spanish film. Increasing pupils' grammar is also a focus, particularly verb tenses, to enable pupils to produce more complex linguistic structures and achieve at a higher level. The skill of giving and justifying opinions is also explored further.

Year 9:

In Year 9, pupils further develop their skills in listening, speaking, reading and writing. The work is focused on topics that engage teenagers including basic environmental problems and house and home. On an intercultural level, a Spanish film is also studied, '*Lengua de Mariposas*,' to learn the topic of school. Pupils will be learning about Spain during the Spanish Civil War. In Year 9 there is an increased emphasis on confident, spontaneous speaking and writing in readiness for the GCSE course. Grammar is also a focus, particularly the expression of activities in past, present and future tenses, which enable pupils to produce more complex linguistic structures and achieve at a higher level. Pupils will also be introduced to reflexive verbs and the conditional.

Key Stage 4

Pupils may choose to continue with one language in Year 10, building on their knowledge from Key Stage 3, and preparing for the requirements of GCSE. Pupils follow six hours of lessons per fortnight.

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Pupils build on the skills and knowledge acquired in Year 9. At the end of Year 11, they sit examinations in listening, reading, speaking and writing. They will have an opportunity to sit a mock examination in these skills and receive extensive guidance and links to practice questions. Their performance in previous mock examinations and class work will determine their final tier of entry (either Foundation or Higher).

We teach the AQA GCSE Spanish specification. The syllabus covers three themes.

Theme 1: Identity and culture covers the following four topics with related sub-topics:

- Topic 1: Me, my family and friends
 - Relationships with family and friends
 - Marriage/partnership
- Topic 2: Technology in everyday life
 - Social media
 - Mobile technology
- Topic 3: Free-time activities
 - Music
 - Cinema and TV
 - Food and eating out
 - Sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics:

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
 - Charity/voluntary work
 - Healthy/unhealthy living
- Topic 3: Global issues
 - The environment
 - Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Key Stage 5

In Key Stage 5, students are taught for five periods a week, students also have one extra period either individually, or in a small group with a maximum of three students, to develop speaking skills. This extra period may be with a Language Assistant or one of the teaching staff. Students are expected to complete five hours of private study and revision each week, and the work produced is monitored and assessed on a regular basis.

We teach the AQA A Level Spanish syllabus, and the specification is as follows:

Year 12:

1. Los Valores Tradicionales
2. El ciberespacio
3. La igualdad de sexos
4. La influencia de los idolos
5. La identidad regional en España
6. El patrimonio regional
7. Ocho Apellidos Vascos (cine)

Year 13:

1. La inmigración
2. El racismo
3. La Convivencia
4. Jóvenes de hoy ciudadanos del mañana
5. Monarquías y dictaduras
6. Movimientos populares
7. El patrimonio regional
8. La Casa de Bernarda Alba (libro)
9. Individual Research Project

Summary of exam structure:

Paper 1 Listening, reading and writing: 2 hours 30 min 50% 100 marks

Paper 2 Writing (film/literature essay): 2 hours 20% 80 marks

Paper 3 Speaking: 21-23 min 30% 60 marks