

Budmouth Academy Curriculum Statement

Modern Foreign Languages Key Stage 3

What are we trying to achieve in MFL at Budmouth Academy?

Our vision is to create opportunities across all three key stages for all learners to develop a passion for language learning and a genuine interest in the customs and culture of the countries in which those languages are spoken. We strive for a consistent sense of purpose, engagement, challenge and enjoyment in language learning; both within the classroom and beyond. Parents are aware of how to support and encourage their child with language learning.

We promote and exploit all opportunities for using diverse languages confidently for real life communication purposes in preparation for the real world, for example through extensive use of the Target Language and cultural and linguistic visits and school exchanges abroad. We foster trans-disciplinary learning through our annual “Yr 8 Global Eco Day”, and we encourage our students to use their language skills in projects with local tourism and environmental industries, including Olympic and international sailing events.

Our MFL Department is especially proud of former Budmouth Academy students who have continued to use and develop their language skills after leaving school. We actively encourage all youngsters to consider how they might use French, Spanish, German, or community languages for working / travelling abroad or for employment / studying in the UK. We provide meaningful encounters with Budmouth alumni who have gone on to pursue language-related careers.

We support Budmouth students who are growing up in multilingual households if they wish to take GCSE or A Level examinations in these “community languages”.

The Budmouth Academy Curriculum

The curriculum has three elements:

1. **Intent:** What must be learnt
2. **Implementation:** How it will be learned
3. **Impact:** How we will know that learning is secure

The curriculum adheres to the above three elements, ensuring progression in each subject area, and the curriculum values the development of the 11 identified future skills. We recognise that, as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened.

Intent: What must be learnt?**Key Stage 3 (Yr 7-9)**

Listening, speaking, reading, writing and translation skills are developed through the study of varied topics, which differ slightly in each language. The Yr 9 units of study are designed to prepare students for the expectations of GCSE.

French Yr 7- 9

| MFL Curriculum Overview (Knowledge) | French | | | | | |
|--|-----------------------------|-----------------------|-------------------------|---|--------------------|------------------------------------|
| | | | | (Fut*) = use future tense from this point | | (Past*) = use past from this point |
| Term | 1 | 2 | 3 | 4 | 5 | 6 |
| Skills Assessed | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL |
| Year 7 | Personal World | My world | Food | Home area | Lifestyle | Holidays (Fut*) |
| Year 8 | What is France? | Media | Technology | Teenage issues (Past*) | Diet | Festivals |
| Year 9 | Family & friends | Local area | School subjects | Free time 1 | Free time 2 | Festivals |
| | Ma famille et mes amis | Ma ville et ma maison | L'école et les matières | Les loisirs 1 | Les loisirs 2 | Les fêtes et traditions |

Spanish Yr 7- 9

| MFL Curriculum Overview (Knowledge) | Spanish | | | | | |
|--|---------------------------------|-----------------------|------------------------|---|--------------------|--------------------------|
| | | | | Fut* = use future tense from this point | | Past* = use past tense |
| Term | 1 | 2 | 3 | 4 | 5 | 6 |
| Assess | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL |
| Year 7 | Meeting people | School life | Family | My home (Fut*) | Free time | Food & Drink? |
| | ¡Vamos! | En el instituto | Mi familia | En casa | El tiempo libre | En el restaurante |
| Year 8 | My town | Travel (Past*) | Holidays | Eating out | Health | Shopping |
| | En la ciudad | Mis vacaciones | Mis vacaciones | La comida | La salud | De moda |
| Year 9 | Family & friends | Local area | School subjects | Free time 1 | Free time 2 | Festivals |
| | Relaciones con familia y amigos | Mi casa y región | Mis estudios. | El tiempo libre1 | El tiempo libre2 | Costumbres y festivales |

German Yr 8 and 9

| MFL Curriculum Overview (Knowledge) | | | German | (Fut*) = use future tense | | (Past*) = use past tense |
|-------------------------------------|------------------|----------------|------------------|---------------------------|-------------------------|--------------------------|
| Term | 1 | 2 | 3 | 4 | 5 | 6 |
| Skill Assessed | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL |
| Year 7 | | | | | | |
| Year 8 | Home Life (Fut*) | My area | Travel (Past*) | Holidays | Lost property | Health |
| | Zu Hause | Stadt & Land | Transport | Urlaub | Verlorenes | Topfit |
| Year 9 | Family & friends | Local area | School subjects | Free time 1 | Free time 2 | Festivals |
| | Familie, Freunde | Wohnort | Schulfaecher | Freizeit (TV,Musik) | Freizeit (Essen, Sport) | Feste |

Key Stage 4 Yr 10 and Yr 11 All three languages study the following AQA GCSE topics:-

| Half-term | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|-----------------|---------------|------------------|----------|----------|------------|
| Year 10 | School problems | Holiday | Future studies | Health | Marriage | Technology |
| Year 11 | Global issues | Social Issues | Work and careers | Revision | Revision | |

Key Stage 5 Please refer to the French / Spanish / German KS5 Handbook for details.

Subject content areas

- 3.1 Social issues and trends (these vary by language)
- 3.2 Political and artistic culture (these vary by language)
- 3.3 Grammar
- 3.4 Works (Literature and film)
- 3.5 Individual research project

Implementation: How it will be learned

Learning a foreign language requires a wide range of skills and learning habits to be developed over time; knowledge, grammar, literacy, cultural awareness and communication skills.

| Assessment Bands in MFL | | |
|---|---------------------|---|
| Exceptional | = Nearly always ... | <p>Takes an active part in lessons and accepts challenge Goes “above and beyond” in independent learning</p> <p>Recognises and uses vocab from current topic and previous topics Recognises and uses structures from current topic and previous topics</p> <p>Remains focused when listening and uses context to understand new language Uses varied strategies and resilience to read and understand written texts</p> |
| Advanced | = Mostly ... | <p>Writing:- communicates in appropriate detail, with varied pronouns uses resourcefulness and creativity when writing (including HW) uses varied connectives with accurate word order and grammar uses model texts to produce own written pieces with at least two tenses (sentences / paragraphs / 40 / 90 /150 words) checks own written work, aiming for accuracy and quality</p> |
| Secure | = Occasionally ... | <p>Speaking:- develops ideas clearly and accurately in at least two tenses (photo card/ topics) talks spontaneously and deals with unpredictable elements. makes an effort to speak with accurate pronunciation</p> <p>willingly responds to teacher feedback</p> |
| Developing | = Rarely ... | <p>asks thoughtful Qs about grammar</p> <p>pays attention to detail when translating</p> |
| <p>The length and complexity of what students understand and produce is expected to increase as each year progresses. Progress is made as students develop the frequency in which they apply the skills outlined above.</p> | | |

Our MFL curriculum in Key Stages 3, 4 and 5 is delivered using a wide range of engaging, challenging and differentiated resources; text books, Kerboodle (Vocabulary Builders / digital text book / interactive activities / worksheets / Mini-Readers / Exam Pulse), a Learning Booklet containing deliberate practice tasks for all key skills, Formal Practice Booklets and teacher-made resources.

Each topic is covered within a half-term of study and consists of vocabulary building, teacher input, modelling and deliberate practice, preparation for Formal Practice, Formal Practice opportunity, then DIRT.

The process of modelling and deliberate practice requires recall and retrieval of prior knowledge of vocabulary and grammatical structures, revisiting and extending language, and applying it in a new topic. Key concepts and language are embedded in the long-term memory through “I do, we do, you do”. Misconceptions and gaps in learning are addressed throughout the learning process, and particularly in the DIRT phase.

The above skills are all developed further during our A Level courses, with the additional skill of “summary writing” for both reading and listening.

Impact: How we will know that learning is secure.

In all three key stages we address misconceptions and gaps in learning during the deliberate practice phase by varying questioning, providing verbal and written feedback and by creating regular opportunities

for DIRT. Certain tasks in lessons are completed in silence, with “Concentration” and quiet focus facilitating independent study. Regular and meaningful homework tasks give learners opportunities to reinforce classroom learning and to practise more independently.

We assess at the end of every topic through a Formal Practice opportunity, conducted in test conditions, and marked using a common framework. The skills assessed alternate in each topic, and every topic contains either a written or spoken assessment. Formal Practice tasks are similar to Learning Booklet tasks. This enables all students to experience GCSE-style assessment tasks and to build confidence in tackling these. Quizzing and traditional vocabulary tests are regularly used to aid long-term memory. These are often “do now” starter tasks.

In Yr 10 and Yr 11 all resources are differentiated by Foundation and Higher tier, which help us to select the correct tier of entry for GCSE examinations. Our GCSE Speaking Booklet for each language provides key practice when preparing for the speaking test. End-of-year exams are conducted in Yr 9 and Yr 10, and mock GCSE exams take place in Yr 11.

In Key Stage 5 each topic culminates in an end-of-unit assessment from the online Kerboodle assessment resources, followed by DIRT. There are regular assessment opportunities for students to practise essay writing and stimulus cards discussions, both informally and formally. The Individual Research Project forms a key part of the curriculum in Yr 13. A formal mock exam takes place at the end of Yr 12 and in the Spring of Yr 13. MFL teachers conduct regular “Progress Fortnight” discussion with A Level linguists in order to gauge current progress, address misconceptions, and agree on next steps; both academically and in relation to further study or employment.