Curriculum Statement - MODERN FOREIGN LANGUAGES

Our Intent:	
What is the vision (big picture) for your subject?	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. Some lessons will contain "Culture" snippets to develop cultural and international awareness. We strive for a consistent sense of purpose, engagement, challenge and enjoyment in language learning; both within the classroom and beyond. Our three core values in the MFL department are that language learning is an enjoyable challenge and a valuable life skill.
What are the key concepts that underpin your subject?	Vocabulary, grammar and phonics are the three key pillars which underpin our MFL curriculum. This is rigorously taught in each of our lessons and different grammatical points are spiralled throughout the curriculum to enhance retrieval so that students know more and remember more.
Which key themes are repeated over time?	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. Listening, speaking, reading, writing and translation skills are developed through the study of varied topics, which differ slightly in each language. Our Curriculum Overview documents contain detailed information relating to the lessons taught in each topic, by year group and language. 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.
What knowledge and skills will students have at the end of each key stage?	KS2: Students will have had an introduction to learning a foreign or ancient language and will also have key grammatical knowledge from the thorough literacy instruction happening across the KS2 Literacy curriculum. This will support the terminology we use in the classroom from year 7, such as 'verbs', 'word classes' and 'tenses' and will equip students to spot patterns between their own language and the one they are learning.
	KS3: By the end of KS3, students will have an understanding of how to form and apply three tenses as well as formulate and justify opinions. They will have studied a wide range of topics ensuring that they have a sufficient vocabulary bank ready for GCSE.
	KS4: By the end of KS4, students will have a deep understanding of how to form and apply at least 4 different time frames with multiple pronouns. They will be able to articulate clear, concise opinions with high level phrases and will be able to justify these. They will have a increased vocabulary bank which prepares them well for future A Level study.
	KS5: By the end of KS5, students will have a deep understanding of all time frames, including complex compound tenses, such as the conditional perfect, in a variety of pronouns. They will be able to speak at length about topics they have studied and will be able to write critical essays on literature and film. This prepares students well for further study at university where they will study literature and film as part of their cultural modules, as well as the compulsory language and grammar modules.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum intent exceeds the breadth of the National Curriculum because we offer three languages at Budmouth from Year 7 to Year 13. Furthermore, we offer opportunities for native speakers of other languages to sit a GCSE exam in this language where possible. This has happened in Greek, Polish and Russian thus far.
How do you ensure that learning is sequenced effectively over time in your subject?	Our curriculum is spiralled around the three main pillars of vocabulary, grammar and phonics. This is explicit in every lesson and we begin in Year 7 by doing a lot of phonics work as they are very familiar with this and the process from primary school, which eases the transition to learning a foreign language in greater depth than before. We focus more heavily on speaking and listening to start with and then move on to reading and writing. This mimics first language acquisition and has a proven success rate. From there on, we focus on rotating receptive and productive skills. We have also added in a half-termly interleaving lesson in Key Stage 4 so that we are recalling previous knowledge more explicitly, rather than solely focussing on topic based learning. We also spiral the curriculum around grammar and tenses in particular. Students will add in one extra tense in Year 7, then add two more in Year 8, leaving Year 9 to revise this ahead of the GCSE course, where, again, this is spiralled to effectively revisit and train the students to pattern spot and apply more confidently and in more detail than before. Moreover, students move from word level at the start of Year 7, to sentence level by mid Year 7, to short text level by the end of the year. In Year 8, we then begin at short text level and build to being able to write approximately 50 words in the target language by the end of the year. In Year 9, we are able to then start at a longer level of text and progress to pieces of writing which are approximately 90 words in length by the end of the year, which leads nicely into Year 10 and 11 where students build up to 150 word writing tasks. This mirrors the expectation of the GCSE, where students write at sentence level, 50 words and 90 words for foundation tier and 90 words and 150 words for higher tier. The relentless and consistent practice of this from Year 7 means students are well-conditioned for this by the time they reach key stage 4, which sets them up nicely for key stage 5 where they are expected to write between 200 and 300 words.
How have you decided what knowledge and skills you want students to learn in your subject?	We have used the Ofsted report into MFL and the key findings of effective practice to decide how to sequence our curriculum and we have used the mark schemes for the new GCSE for Year 11 to look at what students need to be able to achieve by the end to ensure that, even from Year 7, our curriculum is relevant, engaging and prepares our students appropriately for their GCSEs.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	We have built careers slides into our Year 7 lessons where we discuss the value of language learning and we also reference culture at every opportunity, even if that is from a key word or cultural message in a text we are reading. For key stage 3, we also have a Language Leaders Programme, which our able linguists are encouraged to complete. Furthermore, we also have a rotation of schools from Europe visiting us each year where the students who are involved have a pen pal and then they get to meet for a few days worth of activities at school. In Key Stage 5, we have a visit to University of Exeter to take part in real life lectures and this has been hugely successful as many of our A Level MFL students have decided to pursue this pathway in the future following this taster. We also regularly share online webinar links with them where panels at various universities across the UK discuss literary works or films in the target language, which has a key link to university level cultural modules.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	A central bank of lessons ensures consistency amongst staff, who then adapt the central resource to address misconceptions in their individual groups following assessment. There is a challenge on almost all of our activities as appropriate and this is a challenge which is facilitating deeper thought and mastery over 'just something extra'. These challenges have been planned in following student voice and are received well by students.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Homework is a key part of learning a language as it is a cumulative skill. Homework is set weekly for all key stages and can take a variety of forms. Often we ask students to learn a list of vocabulary and we also discuss the metacognitive skills of how they should go about learning the vocabulary and which strategies they should adopt to do this effectively. We also use a lot of online resources such as Zut/Gut/Oye Languages for French, German and Spanish respectively and Linguascope so that students also understand that they can have fun with the language. Language is an enjoyable challenge for all and this is one of the key messages from our department vision.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	All teachers are experts in their field and bring a wealth of knowledge and experience to the classroom. Resources are planned following our detailed and well-sequenced overviews and are shared between staff for consistency between groups. Our team have also had lots of experience living in the countries where the language they teach is spoken, which allows for valuable intercultural discussions as well as a high standard of linguistic knowledge.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	In all lessons, you will see that DIRT is mostly completed in the assessment papers with some extra work in green in their books. This is so the DIRT has more direct impact and essentially then creates a revision guide for students to revise from in the future as it's all in one place. We scaffold our tasks heavily so that students complete short tasks which builds from word to sentence and, eventually, paragraph level. This enables students to have a thorough understanding of the end point and promotes working memory. All lessons contain pre-planned challenge tasks to stretch students accordingly. These tasks have been created from conducting student voice with high attaining students. Furthermore, all MFL teachers teach from the bank of shared resources to ensure consistency and high quality, rigorous teaching. These lessons will also be tweaked by the teacher to precisely suit the needs of the class in front of them.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	In Year 7, not all students will have studied the same language in primary school so we begin with teaching them phonics, cultural knowledge and basic introductory phrases. We ask the students at the start of the first lesson who has studied the language before so that we are careful not to ignore what has been taught in primary school. We will often use these students as experts in the room to start with. All of our lessons offer challenge activities which students can choose to do to stretch themselves further and target students will be pointed towards these tasks too. We start with a lot of listening and speaking in Year 7 as this is something that students have often not been able to practise in depth at primary school and it also mirrors the sequence of first language acquisition with proven advantages.
How do you stretch students who are high prior attainment?	All challenge tasks in our lessons have been created in consultation with high prior attainment students to ensure they are getting the diet of challenge they would like in conjunction with what we know they need as per the success criteria for the end of year exams. Almost all activities will contain at least one pre-planned challenge task and, whilst all students are encouraged to do the challenge after the main task, students with high levels of attainment are directed to this specifically.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	We provide high levels of support and scaffold in MFL as we are teaching in a language in which the students are not fluent. We use lots of dual coding in terms of images to complement vocabulary and actions to complement teacher target language. For some students with a higher level of need, we will also print slides so they don't have to write as much or give them the vocabulary pages in the text books to help them search independently for vocabulary. This way the end result of a task is still the same as all other students but those who require further support have just accessed the task in a different way. We are also consistent in our literacy vocabulary to help students understand the vocabulary, for example referring explicitly to word classes and explaining them as they would in a literacy lesson.
How do you support students who are disadvantaged?	Students who are disadvantaged are given the same diet of challenge and rigorous deliberate practice as all other students so everyone is on an even playing field. Disadvantaged students are labelled clearly on our seating plans and we often check in with those first when live marking or cold calling. Being disadvantaged does not necessarily correlate directly with low attainment so the level of support given will be tailored to precisely what the student requires.
Our Impact:	
How are you monitoring implementation in your subject area?	Our "KS3 Descriptors" outline the knowledge and skills progression through Key Stage 3, and the standards linked to the different levels of attainment. 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. Regular and meaningful homework tasks give learners opportunities to reinforce classroom learning and to practise more independently.
How do you check the rigour in planning and resourcing in your subject area?	The subject coordinator and deputy regularly conduct learning walks to check the rigour of the content of lessons and how this is also being delievered to the students. We also have a clear lesson structure for staff to work from which builds in lots of challenge and scaffolds as well. During department meetings, we often do collaborative planning and we share good ideas for others to use in their lessons too.
How do you use assessment in your subject area?	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. Spoken tests in KS3 are performed in pairs. 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.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	Assessments are rigourous and are also marked using various elements of the GCSE markscheme across all year groups, which ensures that the given EBIs link to the progression needed for the student end point. We also interleave topics rather than just assess solely on the language from the half term so that we can see more clearly if anything needs reteaching and what the misconceptions are. Furthermore, all students have an EBI tracker in the back of their exercise books to track the EBI from each assessment in the year in one place along with their evidence of actioning this. This means students can track their progress in a more tangible manner. This links to the hour DIRT lesson students always have after their formal practice which feeds into our future planning.
How is knowledge remembered in your subject?	Many of our lessons feature regular spot quizzes which are completed on mini whiteboards to promote the Budmouth mantra of 'Know More, Remember More'. This is also explicitly referred to by the teacher. We also set weekly homework which is often vocabulary learning which is then tested in class. For Year 7, who may be unsure of how to revise, our homeworks contain explicit strategy instruction tips for metacognition which is proven to impact long term memory. We also explicitly teach metacognition in the summer term of Year 7 when we set up 'The Big Vocab Quiz' which is an interleaving quiz of vocabulary from the entire year to prepare them for further study in Year 8. We also repeat this with Year 8 vocabulary at the end of Year 8 to prepare them to start the GCSE content in Year 9.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: MODERN FOREIGN LANGUAGES

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	French	**Basics:** Introductions, age, birthday, describing people	**Family:** Family members, pets, present tense verbs, opinions	**Freetime 1:** Sport, music, weather, Negative structures, going out, online activities, Likes and dislikes	**Freetime 2:** Going out, online activities, Likes and dislikes Regular ir and re verbs	**School:** Present tense, School subjects Telling the Time Timetable Uniform - Other items of clothings Extended opinions Modal verbs in the present tense Facilities School rules / ideal school	**Town:** Town Main buildings in town Compass points Directions Places of interest Ideal town Near future tense - what you are going to do at the weekend
	German			**Freetime 1:** Sport, present tense verbs, preferences (gern/lieber/am liebsten)	**Freetime 2:** Adverbs of frequency, hobbies, applying the verb second, music, irregular verbs in the present tense, celebrities,	**School:** Present tense, School subjects Telling the Time Timetable Extended opinions Modal verbs in the present tense School rules / ideal school	**Healthy living:** Food and drink, irregular verbs in the present tense, buying food, conditional tense, modal verbs
	Spanish			**Freetime 1:** (sport - stem-changing verbs like jugar/hacer Music), Weather, seasons Negative structures Indoor & Outdoor sports Likes and dislikes (special verbs)	**Freetime 2:** (celebrity culture/role models) Famous sportspersons Question words Expressions of frequency	**School:** Present tense, School subjects Telling the Time Timetable Uniform - Other items of clothings Extended opinions Modal verbs in the present tense Facilities School rules / ideal school	**House and home:** House and Town Rooms and descriptive adjectives Prepositions of place Ideal home -conditional -sería and tendría Town Main buildings in town Compass points Directions Places of interest
Year 8	French	**Sport:** expressing opinions on sports, likes and dislikes, use of multiple pronouns	**Media:** focus on music, film and TV, genres, expressing opinions with justifications, present tense	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Teenage life:** expressing justified opinions about life as a teenager, impersonal structures	**Healthy lifestyle:** advantages and disadvantages of different ways of life, recap of food with new structures and tenses	**Festivals / Big Vocab Quiz:** understanding various French festivals and cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
	German	**Holidays:** past tense, talking about favourite holidays, transport, justified opinions	**Home / Town:** describing where you live in greater detail, compass points,describing what you did in town	**Daily Life:** expressing opinions on daily routines, separable verbs in the present tense, reflexive verbs	**Fashion:** physical descriptions, clothes and style vocabulary, past and future tenses	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Berlin / Big Vocab Quiz:** understanding about Berlin and its history, cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
	Spanish	**Healthy lifestyle:** advantages and disadvantages of different ways of life, recap of food with new structures and tenses	**Holidays:** past tense, talking about favourite holidays, transport, justified opinions	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Fashion:** physical descriptions, clothes and style vocabulary, past and future tenses	**Daily Life:** expressing opinions on daily routines, reflexive verbs in the present tense	**Hispanic Culture / Big Vocab Quiz:** understanding various Spanish festivals and cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
Year 9		**School:** recap of vocabulary, three tenses, rules, justified opinions	**Town:** recap of vocabulary, three tenses, modal verbs, justified opinions, GCSE practice questions	**Identity, family and relationships:** recap of family vocab, present tense, word order, justified opinions, GCSE practice questions	**Freetime 1:** three tenses, what you and others do during freetime and why, GCSE practice questions	**Freetime 2:** three tenses, what you and others do during freetime and why, GCSE practice questions	**Celebrations and festivals:** vocabulary recap, three tenses, project based work
Year 10		**Holidays:** grammar focus, tenses with all pronouns, where you went/go/will go on holiday, transport, justified opinions	**Technology:** grammar focus, tenses with all pronouns, how you have used/use/will use technology, types of techonology, advantages and disadvantages, justified opinions	**Health:** tenses with all pronouns, discussions about diet and exercise in three tenses, modal verbs, justified opinions	**Environment:** tenses with all pronouns, how you have helped/help/will help the environment, environmental problems, speaking practice, justified opinions	**Exam practice and mocks:** explicit strategy instruction of GCSE tasks, revision of vocabulary and structures so far, mock exams	**Celebrity culture:** forming and justifying opinions on your favourite celebrities, advantages and disadvantages of fame, celebrity lifestyle
Year 11		**Work and future plans:** tenses with all pronouns, types of jobs, what you did for work experience, what you will do/would like to do for a career in the future, advantages and disadvantages of certain jobs	**Relationships and mocks: family,** marriage and relationship vocabulary, focus on future tense, justified opinions on marriage and family relationships, mock exams	**Speaking exam preparation / revision**	**Revision and speaking exams**	**Revision / Exams**	**Revision / Exams**
A Level French	Year 12	**Family / Technology:** vocabulary and theme work on the topics, understand and form the perfect and imperfect tenses, understand how to translate the past historic in literary texts, revise infinitive constructions, consolidate the present tense in both regular and irregular forms	**Finish Family / Technology, then begin Music / Heritage and Culture:** vocabulary and theme work on topics, adjectives, comparative and superlative forms, recognise, understand and use the subjunctive forms of verbs, revise and understand si clauses in greater depth, use interrogatives and understand and apply the conditional tense	**Finish Music / Heritage and Culture, then begin Cinema / Voluntary work:** understand and apply compound tenses (pluperfect, conditional perfect), revise si clauses with new tenses and revise with previous (imperfect, conditional), use connectives following the subjunctive, look in greater depth at temporal and causal connectives	**Finish Music / Heritage and Culture, then La Haine:** understanding the plot of the film, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**Revision / Un Sac de Billes:** understanding the plot of the book, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**Un Sac de Billes / Marginalisation:** vocabulary and theme work on topics, revise and apply the imperfect, perfect and pluperfect tenses with all pronouns
	Year 13	**Diversity / Criminality:** vocabulary and theme work on the topics, revise and apply the present, future and conditional tenses with all pronouns, revise the past historic and si clauses	**Right to vote / Strikes:** vocabulary and theme work on the topics, recognise, understand and apply the passive voice in written and spoken French, revision of the subjunctive form (regular and irregular forms), understand and apply a variety of pronouns (direct object, indirect object, relative, possessive)	**Politics and immigration / IRP:** revise compound tenses and introduce the future perfect, understand and apply the future perfect, continue exam preparation for the IRP element	**Speaking exam preparation / revision:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2
A Level German	Year 12	**Family / Technology:** vocabulary and theme work on the topics, revise and apply the present tense in regular and irregular forms, understand and apply the perfect tense, consolidate understanding of word order in German (inversion, TMP), understand the case system and apply this correctly after prepositions, revision of future tense	**Festivals / Youth Culture:** vocabulary and theme work on the topics, apply the case system with particular verbs, understand subjects and direct/indirect objects of a sentence, recognise, understand and apply the passive voice with werden, use separable, inseparable and reflexive verbs	**Berlin / Art and architecture:** vocabulary and theme work on topics, understand and apply the pluperfect tense, revise word order in subordinate clauses, use comparatives and superlatives, understand and use adjective endings linking to the case system, understand and translate infinitive constructions with and without zu, use the imperfect subjunctive in conditional clauses	**IRP / revision:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Goodbye Lenin!:** understanding the plot of the film, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**IRP / Goodbye Lenin!:** continue exam preparation for the IRP element, continue work on film, essay writing practice
	Year 13	**Immigration / Germany and the EU:** vocabulary and theme work on topics, understanding and applying complex adjectival phrases, revision of the case system and adjectival endings, understanding key weak masculine nouns, revision of the perfect/imperfect/pluperfect tenses, using da(r) with a preposition to anticipate a dass or infinitive clause, understand and apply the future perfect tense	**Integration / Youth politics:** vocabulary and theme work on topics, use possessive and interrogative adjectives, recognise, understand and use the imperfect subjunctive (1) in indirect speech, revision of complex word order, revision of the passive and modal particles	**Racism / Der Besuch der alten Dame:** vocabulary and theme work on topic, understand and use the imperfect subjunctive (2) in indirect speech, understanding the plot of the play, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, play specific vocabulary, essay writing practice	**Reunification / speaking exam preparation:** vocabulary and theme work on topics, understand and apply the pluperfect subjunctive, continue exam preparation for the IRP element	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2
A Level Spanish	Year 12	**Family / Celebrity influence:** vocabulary and theme work on topics, apply the imperfect tense, indirect object pronouns, the passive voice, models, direct object pronouns.	**Technology / Regional identity:** vocabulary and theme work on topics, apply the present tense with all pronouns in regular and irregular forms, comparative and superlative, apply the future and conditional tenses, recognise and understand the present subjunctive	**Gender identity / Cultural heritage:** vocabulary and theme work on topics, use indefinite adjectives and pronouns, revise the perfect tense in all forms, understand and apply compound tenses (pluperfect, future perfect, conditional perfect) with a variety of pronouns, to use the subjunctive effectively, to understand and translate demonstrative and possessive adjectives effectively, to use the imperative form of verbs	**Exam practice / revision:** to complete exam style tasks to prepare for the paper 1 exam, to address any misconceptions from previous topics	**IRP / Volver:** to practise for the IRP element of the speaking exam, understanding the plot of the film, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**IRP / Volver:** to practise for the IRP element of the speaking exam, understanding the plot of the film, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice
	Year 13	**Youth politics / Immigration:** vocabulary and theme work on topics, revise the present, imperfect and compound tenses (pluperfect, future perfect, conditional perfect), understand and apply the present and perfect subjunctives	**Racism / Como Agua Para Chocolate:** vocabulary and theme work on topics, revise the conditional and future tenses, understanding the plot of the book, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**Monarchy and dictatorship:** vocabulary and theme work on topics, revise the preterite, form and use the imperfect subjunctive	**Popular movements / speaking exam preparation:** vocabulary and theme work on topics, to use if clauses with the pluperfect subjunctive and imperfect subjunctive, to use the passive voice, to continue to prepare for the IRP element of the speaking exam	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2