



KS3 Curriculum Overview

Modern Foreign Languages

Curriculum Intent

Our MFL curriculum is organised in a way to ensure that, by the end of year 9 learning a language :

- Fosters pupils' curiosity and deepen their understanding of the world and of the Target Language (TL) culture.
- Enables pupils to express their ideas and thoughts in another language
- Provides opportunities for pupils to communicate confidently for practical purposes across all 4 skills
- Equips students with skills to understand, respond to, and appreciate spoken and written language from a variety of authentic sources
- Increase confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, through use of language in real life contexts
- Ensures students can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt eg using 5 tenses by the end of year 9
- Provides the foundation for learning further languages and future language study, equipping pupils to study and work in other countries
- Promotes literacy and numeracy, where applicable.
- Pupils understand how language works, both in TL and to support development of literacy in English, by exploring similarities and differences
- Pupils use and manipulate language, to apply it in different ways
- Equips pupils with the knowledge + cultural capital they need to succeed in life
- Encourages pupils to appreciate + celebrate different cultures

Why? To enable pupils to become more global citizens, communicating in TL and understanding a range of cultures

How does the KS3 curriculum build on that from KS2?

In Key Stage 2 the emphasis is on communication in the classroom, problem-solving and building a firm foundation of key vocabulary about themselves and phrases in preparation for Key Stage 3. In Key Stage 3 pupils are encouraged to be more independent in their learning and to become more creative and spontaneous in their use of language, exploring different and more complex grammars and syntax in both verbal and written form.

- Expand in depth and breadth across vocabulary and grammar in all 4 skills to allow students to confidently express themselves (and the views of others) in the TL
- Develop building blocks of the language, through phonics, vocabulary + grammar to enable pupils to develop linguistic ability
- Build on foundations of language learning skills at KS2, whether pupils continue with the same language or take up a new one.
- Develop language skills, and linguistic knowledge (grammar and vocab)
- Make links between strategies they use and success criteria
- Develop strategies to use when faced with communication difficulties
- Speak spontaneously + say things that they are not sure are correct
- Develop strategies + understand relationship between written + spoken forms of the language

What do students *do* with this knowledge or these skills?

- Communicate with increasing confidence about themselves and others in the target language
- Reflect on the world we live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young people of their own age on topics that interest and stimulate them.
- Use skills acquired to adapt and create language independently and in future studies

How does the KS3 curriculum align to the National Curriculum?

- The National Curriculum enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.
- Our curriculum takes into account the National Curriculum but we do so much more, going beyond that, increasing in breadth + depth eg, the NC requires students to be able to identify and use tenses to convey present, past and future events. We go beyond this by studying and using the imperfect and conditional tenses, with a range of pronouns (rather than only first person singular).

| Term | Year 7 French | Year 7 Spanish | Year 8 French | Year 8 Spanish | Year 9 French | Year 9 Spanish |
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| Autumn | <ul style="list-style-type: none"> - Talk about likes and dislikes, describing yourself and others. (present tense er verbs, avoir) - Talk about school subjects, timetable, school daily routine, schools in France (partitive articles, opinions + reasons) | <ul style="list-style-type: none"> -Talk about yourself, describing yourself and others (incl family) (tener, adjective agreements) - Talk about your likes + dislikes, weather (me gusta + inf, ar verbs in present tense) | <ul style="list-style-type: none"> - Talk about my use of media. (present tense er, ir, re verbs, avoir + être) - Talk about a past visit of Paris. (perfect tense, express opinion in past) | <ul style="list-style-type: none"> - Talk about a past holiday (use preterite of ser, ar , er+ir verbs) - Talk about media (present tense, opinions, comparative, use 2 tenses) | <ul style="list-style-type: none"> - Talk about yourself and media (3 tenses , direct object pronouns “it/them”) - Talk about fitness and health eating (simple future tense) | <ul style="list-style-type: none"> -Talk about things you like, your week, films, birthday, famous people, describe a day out, irregular verbs in present, regular in past + near future -Talk about work, future plans, typical day in your job. Use 3 tenses, adjective agreements + tener que |
| Spring | <ul style="list-style-type: none"> - Talk about computers, mobiles and internet. Discuss which sports you play. What you like doing. Describe what other people do. (aimer +inf, ils /ells form of verb) - Talk about your town/village, where you go and what you can do there. (modal verbs) | <ul style="list-style-type: none"> - Talk about school – subjects, school, break activities (me gusta(n), er +ir verbs in present tense, ar verbs) - Talk about your family, physical descriptions, where you live (estar, ser+tener, possessive adjectives) | <ul style="list-style-type: none"> - Talk about my identity. (reflexive verbs and adjective agreement, near future tense) - Talk about where I live, cultural celebrations and food. (Using 3 tenses, comparative) | <ul style="list-style-type: none"> - Talk about food + meal times (use more opinions, negatives, near future tense) - Talk about arranging to go out, clothes (use me gustaria + inf, querer + poder, use 3 tenses) | <ul style="list-style-type: none"> - Talk about the future, ambitions and why it is important to learn a language (modal verbs, imperfect + future tenses) - Talk about holidays using a range of tenses (including conditional) | <ul style="list-style-type: none"> -Talk about fitness + routine (diet, active lifestyle, daily routine, illnesses + problems). Use stem changing verbs, direct object pronoun, reflexive verbs, se debe, me duele(n) - Talk about world issues (childrens’ rights, fair trade, recycling, fundraising). Use conditional tense + poder, se deberia |
| Summer | <ul style="list-style-type: none"> - Talk about holidays, going out, buying food and drinks. Reflexive verbs and conditional/future tense to say where I would like to go on holidays. | <ul style="list-style-type: none"> - Talk about where you live – your town / village, tell the time, oder in a café (use ir , querer + near future tense) | <ul style="list-style-type: none"> - Describing a talent show competition (modal verbs / comparative and superlative form/ using a variety of structures and tenses) | <ul style="list-style-type: none"> - Describing holidays (a holiday home, activities, directions, summer camps) (use comparative + superlative, 3 tenses, major + peor) | <ul style="list-style-type: none"> -Talk about oneself and the world around us, using three tenses: present, past and future, expressions with avoir, si phrases, all direct object pronouns | <ul style="list-style-type: none"> -Talk about travel (meeting + greeting, buying souvenirs, future plans). Use superlative, comparative, simple future tense |
| Rationale for this sequencing | <p>Pupils start communicating in the target language by giving simple personal information + opinions.</p> <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocab + grammar.</p> <p>Sentence construction begins in Year 7 with students taught the basics of word order and verb conjugation. We build on these skills with each topic</p> | <p>Pupils start communicating in the target language by giving simple personal information + opinions.</p> <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Sentence construction begins in Year 7 with students taught the basics of word order and verb conjugation. We build on these skills with each topic</p> | <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Eg. The present tense is developed in breadth + depth from regular verbs in yr7 to using irregular verbs in yr8. This leads on to the perfect tense (regular verbs then later using</p> | <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Eg. Adjectives are learnt in the Autumn term to describe a past holiday, so that pupils can use the more complex comparative + superlative of adjectives in the summer term</p> | <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Eg, the simple future tense is learnt in the autumn term, in early spring term, students learn the imperfect tense, both of which contribute to the</p> | <p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Eg.Regular verbs are studied in 3 tenses in the autumn term before moving on to more complex irregular stem changing verbs in the spring term.</p> |

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| | <p>ensuring that students are able to use the 4 essential skills (speaking, listening, reading & writing) within each topic.</p> <p>Eg Pupils need to understand + be able to conjugate regular present tense verbs (understanding terminology such as infinitive constructions) before moving on more complex grammar eg infinitive constructions, future tense</p> | <p>ensuring that students are able to use the 4 essential skills (speaking, listening, reading & writing) within each topic.</p> <p>Eg Pupils need to understand + be able to conjugate regular present tense verbs (understanding terminology such as infinitive constructions) before moving on more complex grammar eg infinitive constructions, future tense</p> | <p>irregular verbs), so that pupils can communicate more information about themselves. This knowledge is further developed by using a range of pronouns</p> | | <p>formation of the conditional in the late spring</p> | |
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