



## KS4 Curriculum Overview

# Modern Foreign Languages

**Exam Board & Syllabus: AQA GCSE**

### Curriculum Intent

Our MFL curriculum is organised in a way to ensure that, by the end of year 11 learning a language :

- Enables pupils to communicate confidently and more fluently with different kinds of people, in different contexts, for different purposes about an increasingly wide range of themes, across all 4 skills
- Deepens pupils' understanding of the world and of the Target Language (TL) culture ( ed use of idioms) , allowing them to discover and develop an appreciation of a range of writing in the language studied, including literary texts, poetry etc.
- Equips students with skills to understand and respond to more complex spoken and written language from a variety of authentic sources
- Ensures students can write at varying length, for different purposes and audiences, using the wide variety of grammatical structures and vocabulary that they have learnt ( eg 40 word, 90 word, 150 word essays)
- Provides the foundation for learning further languages and future language study, equipping pupils to study and work in other countries
- Pupils use and manipulate language, to apply it in different and creative ways

Why? To enable pupils to broaden their horizons, converse with increasing fluency with others, explore cultures + strengthen their economic prospects

### How does the KS4 curriculum build on that from KS3?

The curriculum builds on prior learning at KS3 by :

- revisiting many of the same topics in greater depth and breadth, in order to deepen knowledge and increase linguistic and grammatical sophistication.
- allowing pupils to deepen their knowledge about how language works and enrich their vocabulary
- increasing pupils' independent use and understanding of extended language in a wide range of contexts
- enriching pupils' use of their mother tongue through comparison of the language and culture of another country
- encouraging pupils to manipulate language both for purpose and audience

- developing language-learning skills both for immediate use and to prepare pupils for further language study and use in school, higher education or employment.

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

Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged. Students are taught to communicate fluently and effectively in the target language.

- Communicate with increasing confidence information on 3 themes :
  - identity + culture
  - local , national, international + global areas of interest
  - current + future study and employment
- Reflect on the world we live in, using contexts both familiar and unfamiliar to them in their everyday lives
- Use skills acquired to adapt and create language independently and in future studies

### **How does the KS4 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 for example the imperfect, conditional, pluperfect tenses with a range of pronouns, subjunctive, direct and indirect object pronouns ....

## What new knowledge or skills are students taught?

Term	Year 10 French	Year 10 Spanish	Year 11 French	Year 11 Spanish
<b>Autumn</b>	<ul style="list-style-type: none"> <li>- Talk about friends + what makes a good friend, use irregular verbs in present tense</li> <li>-talk about family relationships, use reflexive verbs in present</li> <li>-make arrangements to go out, use near future</li> <li>-describe a night out with friends, use perfect tense</li> <li>-talk about life when you were younger, use imperfect tense</li> <li>-talk about sport, use depuis + present tense</li> <li>-talk about your life online, use the comparative</li> <li>-talk about books + reading, use the imperfect tense ( range of pronouns)</li> <li>-talk about tv programmes, use direct object pronouns ( le, la, les)</li> </ul>	<ul style="list-style-type: none"> <li>- discuss holidays + the weather, revise present + preterite tenses</li> <li>-say what you do in the summer, use present tense</li> <li>-talk about holiday preferences, use range of pronouns</li> <li>- say what you did on holiday, use preterite tense</li> <li>- describe where you stayed, use imperfect tense</li> <li>- book accommodation + deal with problems, use verbs with usted</li> <li>-give an account of a holiday in the past, use 3 tenses together</li> <li>-give opinions about school subjects</li> <li>-describe school facilities</li> <li>-describe school uniform + school day, use adjectives</li> <li>- talk about subjects + teachers, use comparative + superlative</li> <li>-describe your school, use negatives</li> <li>-talk about school rules + problems, use phrases followed by infinitive</li> <li>-talk about plans for a school exchange, use near future</li> <li>-talk about activities + achievements, use object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- talk about your holidays – where you normally go + what you normally go</li> <li>-talk about holidays past, present + future</li> <li>-describe an ideal holiday, use conditional tense</li> <li>-book + review hotels, use reflexive verbs in perfect tense</li> <li>-order in a restaurant, use en + present participle</li> <li>-talk about travelling, use avant de+ infinitive</li> <li>- buy souvenirs, use demonstrative pronouns +adjectives</li> <li>-talk about holiday disasters, use pluperfect tense</li> <li>-talk about your school, use pronouns il + elle</li> <li>-compare school in UK + French-speaking countries, use pronouns ils+ els</li> <li>-discuss school rules, use il faut + il est interdit de</li> <li>- talk about getting the best out of school, use imperative</li> <li>-talk about a school exchange, use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>-talk about places in a town</li> <li>-ask for + give directions</li> <li>-talk about shops, shop for souvenirs</li> <li>-describe the features of a region, use se puede + se pueden</li> <li>-plan what to do, use future tense</li> <li>- shop for clothes + presents, use demonstrative adjectives</li> <li>-talk about problems in a town, use conditional tense</li> <li>-describe a visit in the past, use different tenses together</li> <li>-describe mealtimes + daily routine</li> <li>-talk about illnesses + injuries</li> <li>-talk about typical foods, use the passive</li> <li>-compare different festivals, how to avoid the passive</li> <li>-describe a special day, use reflexive verbs in preterite</li> <li>-order in a restaurant, use absolute superlatives</li> <li>- talk about a music festival, use expressions followed by the infinitive</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>-describe your daily life, use pouvoir + devoir</li> <li>-talk about food for special occasions, use pronoun “en”</li> <li>-use polite language, ask questions using tu+ vous</li> <li>-describe family celebrations, use venir de+ infinitive</li> <li>-describe festivals + traditions, use combination of tenses</li> </ul>	<ul style="list-style-type: none"> <li>-talk about socialising + family, use verbs in present tense</li> <li>- describe people, use adjectival agreements</li> <li>-talk about social networks, use para with infinitives</li> <li>-make arrangements to go out, use present continuous</li> <li>-talk about reading preferences, use range of connectives</li> <li>-describe people, use ser + estar</li> <li>-talk about friends + family, use range of relationship verbs</li> </ul>	<ul style="list-style-type: none"> <li>- discuss jobs + work preferences</li> <li>- discuss career choices, use “better/worse, the best, the worst”</li> <li>- talk about hopes, plans + wishes, understand the subjunctive</li> <li>- discuss the importance of languages, use adverbs</li> <li>- apply for jobs, use direct object pronouns in perfect tense</li> <li>-understand case studies, use verbs followed by à / de</li> <li>-talk about what makes you tick</li> </ul>	<ul style="list-style-type: none"> <li>-talk about different jobs + job preferences</li> <li>-talk about how you earn money, use soler in imperfect</li> <li>-talk about work experience, use preterite + imperfect together</li> <li>-talk about the importance of learning languages, use present + present continuous</li> <li>-apply for a summer job, use indirect object pronouns</li> <li>-discuss gap years, revise the conditional</li> <li>- discuss plans for the future, use subjunctive with cuando</li> <li>-describe types of houses</li> </ul>

			<ul style="list-style-type: none"> <li>- discuss problems facing the world, make connections between word types</li> <li>-talk about protecting the environment, use modal verbs in conditional</li> <li>- discuss ethical shopping, use passive</li> <li>- talk about volunteering, use indirect object pronouns</li> <li>-discuss big events, give arguments for + against</li> </ul>	<ul style="list-style-type: none"> <li>-talk about the environment</li> <li>-discuss healthy eating</li> <li>-consider global issues, use present subjunctive</li> <li>- talk about local actions, use subjunctive in commands</li> <li>-discuss healthy lifestyles,</li> <li>-talk about international sporting events, use imperfect continuous</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>-talk about where you live</li> <li>-describe a region, use pronoun "y"</li> <li>-talk about a town, village or district, use negatives</li> <li>-discuss what there is to see and do, ask questions using quel</li> <li>-discuss plans + the weather, use future tense</li> <li>-describe community projects, use 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>-talk about free-time activities, use stem-changing verbs</li> <li>-talk about TV programmes + films, use adjectives of nationality</li> <li>-talk about what you usually do, use soler + infinitive</li> <li>-talk about sports, use imperfect tense</li> <li>-talk about what's trending, use perfect tense</li> <li>-discuss different types of entertainment, use algunos, ciertos, otros, muchos, demasiados, todos</li> <li>-talk about who inspires you, use range of past tenses</li> </ul>	<ul style="list-style-type: none"> <li>-consolidation and revision of all 3 themes :</li> <li>- identity + culture</li> <li>- local , national, international + global areas of interest</li> <li>-current + future study and employment</li> </ul>	<ul style="list-style-type: none"> <li>-consolidation and revision of all 3 themes :</li> <li>- identity + culture</li> <li>- local , national, international + global areas of interest</li> <li>-current + future study and employment</li> </ul>
<b>Rationale for this sequencing</b>	<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>Eg the imperfect tense first person singular is developed from yr9 ( with some more complex irregular verbs) in the first half of the autumn term, before learning more complex verb endings using a range of pronouns</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>Eg. consolidation of the future tense in the autumn term, imperfect tense in the summer term enables students to learn more complex conditional tense in year 11, which is a combination of future + imperfect.</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>Eg conditional tense is covered in the autumn term for regular verbs, before more complex modal verbs in the conditional are used in the spring 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 vocab + grammar.</p> <p>Eg in the autumn term, pupils learn to describe mealtimes, so that they can discuss the deeper, more complex issue of healthy lifestyles in the spring term</p>

### Additional support at home

<b>Additional reading</b> for enjoyment, enhancement and extension	<ul style="list-style-type: none"> <li>• French : <a href="#">Short Stories in French for beginners by Olly Richards + Richard Simcott</a> <a href="#">French Short Stories : Thirty Short stories by Dylane Moreau</a> <a href="#">Le petit prince ( bilingue avec le texte parallele)</a></li> <li>• Spanish : <a href="#">Short Stories in Spanish by Olly Richards</a> <a href="#">Spanish short stories for beginners by Claudia Orea</a> <a href="#">El Principito ( bilingual parallel text)</a></li> </ul>
--	--

<p><b>Online resources</b> to practice, consolidate and revise</p>	<ul style="list-style-type: none"> <li>• French : <a href="#">Languagenut</a> <a href="#">BBC Bitesize</a></li> <li>• Spanish : <a href="#">Languagenut</a> <a href="#">BBC Bitesize</a></li> </ul>
<p><b>Workbooks &amp; revision guides</b> to practice, consolidate and revise</p>	<ul style="list-style-type: none"> <li>• French : <a href="#">AQA GCSE French revision book</a> <a href="#">AQA GCSE French Revision workbook</a> <a href="#">AQA GCSE French Revision cards</a></li> <li>• Spanish : <a href="#">AQA GCSE Spanish Revision guide</a> <a href="#">AQA GCSE Spanish Revision workbook</a> <a href="#">AQA GCSE Spanish Revision cards</a></li> </ul>