



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 describe a photo, translate into Target Language, 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
Autumn	<p>Module 1 :</p> <ul style="list-style-type: none"> -talk about events in the Francophone world -say what you do online + discuss pros +cons, use present tense -say what you do to stay active -talk about what you watch, form + answer questions -make plans to go out, use near future tense -say what you did last weekend, using the perfect tense <p>Module 2:</p> <ul style="list-style-type: none"> -talk about your identity, use emphatic pronouns -talk about your weekend routine, use reflexive verbs -discuss friends and friendship -describe your favourite celebrity -talk about positive role models, use direct object pronouns -describe celebrations and traditions, use 3 tenses together 	<p>Modulo 1:</p> <ul style="list-style-type: none"> - Talking about Spanish-Sepaking world - Using adjectives - Talking about life online, sports, free time activities - Talking about days that went wrong - Revising preterit tense - Using the near future tense - Using expressions of frequency - Recognising 3 tenses <p>Modulo 2:</p> <ul style="list-style-type: none"> - Describing a photo - Discussing travel plans and holiday - Using comparatives + superlative - Using se puede(n)+infinitive - Using if clause with the present tense - Using acabar de+infinitive - Using the imperfect tense - Using suelo +infinitive 	<p>Module 5:</p> <ul style="list-style-type: none"> -talk about festivals -review and book holiday accommodation, use perfect tense of modal verbs -talk about staycation activities <p>Module 6:</p> <ul style="list-style-type: none"> -understand infographics about the environment -talk about geography + the climate, use comparatives and superlatives -describe environmental problems, understand passive voice -discuss how we can work together to protect the environment, use imperative -talk about day-to-day actions to protect then environment, use en + present participle -discuss new technologies 	<p>Modulo 6:</p> <ul style="list-style-type: none"> - Describing cities and how they change, talking about where to live in present and future - Describing shopping preferences - Using the present subjunctive with cuando - Comparing now and then in the imperfect tense - Using prepositions of place for directions <p>Modulo 7</p> <ul style="list-style-type: none"> - Learning about natural wonders in Spanish speaking - Talking about how to help in your community - Talking about climate change. - Using the imperfect tense - Using the imperative - Using the passive
Spring	<p>Module 3:</p> <ul style="list-style-type: none"> -learn about school in francophone countries -talk about school subjects and school life, use comparatives -discuss school rules, use impersonal verbs -talk about progress at school -describe what school used to be like when you were younger, use imperfect tense -talk about leaning languages 	<p>Module 3</p> <ul style="list-style-type: none"> - Describing people (physical /character) - Talking about your favourite celebrities - Talking about friendships and relationships - Talking about your identity and what matters to you - Talking about problems and giving advice 	<p>Module 7:</p> <ul style="list-style-type: none"> -understand adverts -describe your town or village, use the pronoun y -ask for and understand directions -talk about shopping for clothes -describe your ideal home, use si clauses -talk about visiting another town or city <p>Module 8:</p> <ul style="list-style-type: none"> -talk about summer plans -talk about future plans and hopes 	<p>Modulo 7</p> <ul style="list-style-type: none"> - Talking about actions and solutions to help the environment - Using the present subjunctive to give opinions - Using no se deberia + infinitive - Using multiple tenses <p>Modulo 8</p> <ul style="list-style-type: none"> - Talking about plans for the future. Talking about future jobs, career

		<ul style="list-style-type: none"> - Talking about family celebrations - Saying how long you have been doing something - Using the present continuous to describe a photo - Using para+infinitive - Using estar to express moods - Using podrías and deberías+infinitive - Using indirect pronouns 	<ul style="list-style-type: none"> -talk about reality TV and influencers -discuss possible career paths, use infinitives as nouns - discuss different jobs 	<ul style="list-style-type: none"> - Talking about the importance to learn a language - Talking about changes in the world of work - Talking about the impact of artificial intelligence - Using seguir continuar + present participle - Using para que + present subjunctive - Listening for percentages - Using and understanding suffix – dad/-idad - Using possessive pronouns
Summer	<p>Module 4;</p> <ul style="list-style-type: none"> -express your opinions on meals + dishes -talk about meals and mealtimes, use partitive article -talk about good mental health, use modal verbs -describe healthy and unhealthy lifestyle choices, use perfect tense of reflexive verbs -say what you will do to improve your life, use simple future tense -talk about lifestyle changes <p>Module 5 :</p> <ul style="list-style-type: none"> -talk about holidays and accommodation -describe your ideal holiday, use conditional tense -discuss what you can see + do on holiday, form different types of questions 	<p>Module 4:</p> <ul style="list-style-type: none"> - Learning about typical foods in Spanish speaking countries. - Describing healthy daily routines, comparing old and new habits - Talking about injuries and illnesses - Making future plans for health and wellbeing - Using the imperfect tense to say what you used to do - Using ya no + verb - Giving advice using debes, tienes que and necesitas - Using if clause <p>Module 5:</p> <ul style="list-style-type: none"> - Learning about schools in Spain - Talking about your life in school - Describing a school trip in the past - Forming questions - Using lo que - Talking of the opinions of others - Using conditional tense - Using impersonal verbs with an infinitive - Forming questions 	<ul style="list-style-type: none"> -consolidation and revision of all 3 themes : People + lifestyle -popular culture -communication and the world around us 	<p>Consolidation and revision of all 3 themes:</p> <p>Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us</p> <p>Preparation for GCSE assessment</p>
Rationale for this sequencing	<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 3 key tenses from KS3 are consolidated (with some more complex irregular verbs) in the first half of the autumn term, before</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. Students visit School topic in year 7 learning only to communicate about school in present tense, in year 10 students will re-visit this topic in summer term, where they will consolidate</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 at the end of year 10, so that si clauses can be created in the autumn term of year 11</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 where they would prefer to live, so that they can discuss the deeper, more complex future plans in the spring term</p>

	learning more complex verb endings using a range of pronouns	their knowledge and will extend their vocabulary and grammar with more complex tenses.		
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Additional support at home

Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> French : Short Stories in French for beginners by Olly Richards + Richard Simcott French Short Stories : Thirty Short stories by Dylane Moreau Le petit prince (bilingue avec le texte parallele) Spanish : Short Stories in Spanish by Olly Richards Spanish short stories for beginners by Claudia Orea El Principito (bilingual parallel text)
Online resources to practice, consolidate and revise	<ul style="list-style-type: none"> French : Languagenut BBC Bitesize Spanish : Languagenut BBC Bitesize
Workbooks & revision guides to practice, consolidate and revise	<ul style="list-style-type: none"> French : AQA GCSE French revision book AQA GCSE French Revision workbook AQA GCSE French Revision cards Spanish : AQA GCSE Spanish Revision guide AQA GCSE Spanish Revision workbook AQA GCSE Spanish Revision cards <p>*These resources are not for the new GCSE, as they have not yet been published at present</p>