



# KS4 Curriculum Overview

## Subject : MFL

### 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 translations, 50 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 :
  - people + lifestyle
  - popular culture
  - communication + the world around us
- 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 what you do online, what you do online</li> <li>-discuss pros + cons of the Internet</li> <li>- say what you do to stay active</li> <li>- describe what you watch on tv, cinema + online</li> <li>-make plans to go out with friends, using the near future tense</li> <li>-say what you did last weekend, using the perfect tense</li> <li>-talk about your identity, using emphatic pronouns</li> <li>-describe your weekend routine, using reflexive verbs in the present tense</li> <li>- discuss friends and friendship</li> <li>-use adjectival agreements to describe what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>- talk about Spanish-speaking sports stars</li> <li>-talk about life online</li> <li>-discuss sports and free-time activities, using the present tense</li> <li>- arrange to go out, using the near future tense</li> <li>- say what you did at the weekend, using the preterite tense</li> <li>- talk about days that went wrong, using direct object pronouns</li> <li>-discuss travel plans, using comparatives</li> <li>- talk about festivals in the Spanish-speaking world</li> <li>-use the superlative</li> <li>- describe a past holiday, saying where you went, what you did, where you stayed etc</li> <li>- use the imperfect tense</li> <li>- talk about holidays using a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>- talk about your holidays + accommodation</li> <li>-say where you would like to go on holiday, using je voudrais + j'aimerais</li> <li>-talk about your ideal holiday, using the conditional tense</li> <li>- discuss what you can see and do on holiday</li> <li>-talk about festivals, using the perfect and imperfect tenses together</li> <li>- review and book holiday accommodation</li> <li>-talk about staycation activities</li> <li>- understand infographics about the environment</li> <li>- talk about geography and the climate, using comparatives and superlatives</li> <li>- talk about environmental problems</li> <li>-discuss how we can work together to protect the environment</li> <li>- talk about day-to-day actions to protect the environment</li> <li>-discuss new technologies</li> </ul>	<ul style="list-style-type: none"> <li>- describe how you would change your school, using the conditional tense</li> <li>- discuss students and teachers at school, using negatives</li> <li>-learn about Colombia</li> <li>- describe cities, using the perfect tense</li> <li>- describe how a town or city has changed</li> <li>-compare things now to how they were</li> <li>- describe your shopping preferences</li> <li>- give preferences about where you live, using the present subjunctive</li> <li>-talk about the area where you live, using a range of tenses</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>-describe your favourite celebrity, using direct object pronouns</li> <li>-talk about celebrations and traditions</li> <li>-use perfect, present and future tenses together</li> <li>-understand school life in francophone countries</li> <li>-talk about school life and your school subjects</li> <li>- use comparative adjectives to compare your school subjects</li> <li>-discuss school rules, using impersonal verbs</li> <li>talk about the progress you have made at school, using irregular verbs in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>-describe people, using ser and estar</li> <li>- talk about your favourite celebrities</li> <li>-say how long you have been doing something</li> <li>-talk about friendships and relationships, using reflexive verbs</li> <li>- talk about your identity and what matters to you</li> <li>- talk about problems and giving advice</li> <li>-describe family celebrations, using indirect object pronouns</li> <li>-learn about typical foods in Spanish-speaking countries</li> <li>- describe healthy daily routines</li> <li>- talk about mealtimes and food trends</li> <li>-compare old and new habits, using the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- understand adverts</li> <li>-describe your town or village, using the pronoun y</li> <li>- ask for and understand directions</li> <li>-talk about shopping for clothes</li> <li>-describe your ideal home, using si clauses</li> <li>- talk about visiting another town or city, asking questions in different tenses</li> <li>-talk about your summer plans</li> <li>-talk about future plans and hopes</li> <li>-talk about reality TV and influencers</li> <li>-describe your possible future career paths</li> <li>-discuss different jobs</li> </ul>	<ul style="list-style-type: none"> <li>-learn about natural wonders of Spanish-speaking countries</li> <li>- talk about how you help in your community</li> <li>-talk about climate change, using the passive</li> <li>- describe actions to help the environment</li> <li>- talk about solutions</li> <li>-develop effective comprehension skills</li> <li>-learn about Latino trailblazers</li> <li>- talk about your plans for the future</li> <li>-talk about getting a job</li> <li>- discuss future career intentions</li> <li>-talk about the importance of learning languages, using modal verbs</li> <li>- talk about changes in the world of work</li> <li>-discuss the impact of artificial intelligence.</li> </ul>

<b>Summer</b>	<ul style="list-style-type: none"> <li>- describe what school used to be like when you were younger, using the imperfect tense</li> <li>- talk about the importance of learning languages</li> <li>-use the imperfect, present and future tenses together</li> <li>-talk about meals and mealtimes</li> <li>-talk about good mental health, using modal verbs</li> <li>-describe unhealthy lifestyle choices, using reflexive verbs in the perfect tense</li> <li>-say what you will do to improve your life, using the simple future</li> <li>- talk about lifestyle changes</li> </ul>	<ul style="list-style-type: none"> <li>-talk about illnesses and injuries, using reflexive verbs in the preterite tense</li> <li>- make future plans for health and well-being, using the simple future tense</li> <li>-learn about schools in Spain</li> <li>- talk about a typical day at school</li> <li>-talk about your studies</li> <li>- express your opinions + those of others</li> </ul>	<ul style="list-style-type: none"> <li>-consolidation and revision of all 3 themes :</li> <li>-people and lifestyle</li> <li>- popular culture</li> <li>-communication and the world around us</li> </ul>	<ul style="list-style-type: none"> <li>-consolidation and revision of all 3 themes :</li> <li>people and lifestyle</li> <li>- popular culture</li> <li>-communication and the world around us</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 perfect tense first person singular is developed from yr9 ( with some more complex verbs) in the first half of the autumn term, before learning more complex irregular verbs in the spring term, 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 constructions 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 where they live, before they can move on to describe how they could improve their environment in the spring term, using more complex grammatical structures</p>