




MFL CURRICULUM MAP


BIG IDEAS: Languages equip language learners with the confidence, skills and cultural understanding to engage in meaningful experiences with people from other cultures, forging ambitious, confident and compassionate learners who want to engage to harness positive and meaningful relationships both from and beyond their own culture. The curriculum aims to stimulate interest in language learning, develop thinking skills and build the bricks of listening, speaking, reading and writing for future language learning, opening doors for students to study, work and live abroad.


The sequencing of learning over KS3 and KS4 languages curriculum should enable learners to be introduced to and then re-visit key, core linguistic and grammatical concepts at regular intervals. The curriculum allows for this understanding to be re-visited at a later date, allowing learners to retrieve knowledge and apply to other parts of the curriculum.


Students will be expected to develop listening skills in order to target language conversations; to infer meaning from longer exchanges. Their spoken skills will enable them to express and justify opinions and manipulate grammar to use a variety of tenses, extending ideas using complex structures. Reading skills will equally developed to recognise familiar and less familiar vocabulary across a range of texts including literary authentic texts and to translate from the target language into English. Language learners will be expected to write coherently for different purposes with the specific intention of describing, narrating, expressing and justifying opinions and discussing past and future intentions. They will have the skills to translate English into the target language. All skills and subject knowledge acquisition is built up cumulatively thus subject knowledge is built up over time, retrieval strategies are deployed which require students to evidence recall of prior learning.

Year 7	Term 1 →				Term 6
Year 7 Spanish 4 lessons	My life: present tense/ introduction to adjectival agreement/ adding variety to written language	My free time: Using opinions/ present tense with 'ar' verbs/ using 'cuando'/ intro to hacer and jugar irreg verbs/reading and understanding longer texts /using question words and taking part in longer exchanges.	My school: Using plural 'ar' verbs/ using opinion phrases for plural nouns/using the definite, indefinite and partitive articles/intro to 'er' and 'ir' verbs/ using prediction as a listening strategy / writing a longer text & checking accuracy	My family and friends: Using possessive adjectives/ using more irregular verbs (ser, tener), introducing using 3rd person verb forms/using 'estar' to talk about location/cultural awareness about Cadiz carnival/planning and giving a speaking presentation.	My town: Retrieval of indefinite and partitive articles/ introducing 'muchos/as'/ introducing the verb 'ir' and 'querer'/ Introducing the near future tense/ listening for detail/ writing a blog/ using 2 tenses together.
Year 7 French 4 lessons	My profile: present tense, adjectival agreements, irregular verbs with different subject form, opinion phrases, verb followed by an infinite	My school: opinion phrases, present tense with er verbs, sequencer, reading details and understanding longer texts /using question words and taking part in longer exchanges.	My free time faire verb, partitive articles, , use of the negative ne...pas, asking open questions, timephrases, weather phrases using prediction as a listening strategy / writing a longer text & checking accuracy	My family and friends: Using possessive adjectives/ using more irregular verbs (etre, avoir), planning and giving a speaking presentation.	My town (Ma ville) irregular verb aller to introduce how to say to the the+ places in town, respond to an invitation using je veux, introducing the near future tense/ listening for detail/ writing a blog/ using 2 tenses together.

Year 8	Term 1 				Term 6
Year 8 Spanish 5 lessons	Holidays: Using the verb 'ir' in the preterite tense/using the preterite of regular verbs (ar, er, ir)/ expressing opinions in the past using 'ser' / speaking presentation & making sentences interesting.	My life: Revising the present tense/giving a range of opinions/ Using the comparative form/using the present and the preterite together/ tackling authentic texts/	Eating habits: opinions Using a wider range of opinions/ using the negative form/ understanding and using the appropriate register/revisiting the near future tense/using 3 tenses together/using coping strategies when speaking /responding to what people say	Making arrangements: Using me gustaria + infinitive structures/using modal verbs 'querer & poder'/introduction to reflexive verbs/using 'this/these' /developing use of 3 tenses in written form/	Holiday locations: Developing use of the comparative form/using the superlative form/ asking for direction and using the imperative/ structuring written responses in 3 tenses/ tackling challenging listening texts.
French 5 lessons	Television and digital technology: talking about TV programmes, actors and actresses using adjectival agreements, opinion phrases, forming and answering questions using question words, arranging to go to the cinema using 24 hour clock, talking about leisure using the negatives, using aller verb to revisit the near future. speaking (asking and answering questions in 2 tenses) and listening and reading skills (spotting synonyms)	Holidays: introduction of the perfect tense both with avoir and etre auxiliaries. Listening, speaking and reading skills.	Festivals opinion phrases with likes and dislikes, use of present tense with er verbs, use of partitive articles and near future tense. Listening, (understanding more details)speaking (role-plays) and reading skills.	Where you live: describing where you live using habiter, using pouvoir+ infinitive to describe your region, using devoir +infinitive to describe what you do at home, using reflexive verbs to talk about your routine Listening and reading skills (spotting alternative ways of saying the same thing), writing skill (using 2 tenses together)	Sport using jouer a and faire de to talk about sport, giving an opinion on sports using comparative, asking the way and giving directions, using the vous form, Speaking (taking part in a conversation with a doctor), listening for cognates, reading, writing (translation from French to English)
KS3 Wider Super Curriculum	<ul style="list-style-type: none"> • European Day of Languages and understanding how learning a language can open up opportunities • Understanding cultures and celebrations from other countries. • Considering languages as a GCSE option in terms of future qualifications and skills 				

GCSE Spanish	Term 1 				Term 6
Year 9 3 lessons Spanish	Local Area Holiday and Travel Revising the present & preterite tenses/ revisiting irregular verbs/ listening for detail/ using verbs of opinion to refer to different people/ using different structures to give opinions.	Local Area Holiday and Travel Using a wider range of sequencers/ revisiting the superlative form/ introducing the imperfect tense/ developing deducing and inference skills to work out the meaning of new words.	Local Area Holiday and Travel Using verbs in the correct register/ using the ‘usted’ form of the verb/ using questions to form answers/ identifying positive and negative opinions/ using 3 tenses together/ giving a written account of a holiday in the past.	School Expressing opinions/ using comparatives & superlatives/ applying adjectival agreement accurately/ using ‘tener que’ + infinitive structure/ justifying opinions using a range of language/	School Developing use of the negative form (ni..ni)/using the imperfect tense and present tenses together (comparing then and now) using structures followed by the infinitive/ tackling challenging listening exercises.
Year 10 4 lessons Spanish	Identity and Culture Using verbs in the present tense/using ‘poder’ and ‘querer’ (stem-changing, modal verbs)/ adjectival agreement/ using para + infinitive structures/ extending spoken responses by referring to others/ using the present continuous.	Identity and Culture How to form a balanced argument/ using ‘ser & estar’ correctly/using an increasing range of connectives/reading and understanding more detailed descriptions /using a range of relationship verbs (te ayuda/te apoya).	Identity and Culture Using stem-changing verbs/adjectives of nationality/using soler + infinitive/ identifying correct statements in a text/ listening for different tenses/ forming the perfect tense/ using words that have more than one meaning/ using acabar de + infinitive.	Identity and Culture Using algunos/ ciertos/ otros/ muchos/demasiados/todos / using the preterite,perfect and imperfect tenses together.	Local Area Holiday and travel Asking for and understanding directions/ using ‘estar’ and locations/ reviewing polite forms of address/ using se puede + se pueden/ asking and responding to questions / introducing the future tense/ understanding the geography of Spain.
Year 11 6 lessons Spanish	Identity and Culture Reviewing reflexive verbs/cultural awareness about food, customs and festivals/introduction to the passive voice/using the pronoun ‘se’ to avoid the passive/ developing question words/ reflexive verbs in the preterite/inferring meaning in literary texts/absolute superlatives/irregular verb patterns in the preterite tense/expressions with infinitive constructions.	Future Aspirations November Mocks Reviewing the conditional tense/using soler + infinitive in the imperfect tense/ revising using verbs in different forms/using the preterite and imperfect tenses together/ reviewing the present tense and present continuous/ using verbs ‘saber’ and ‘conocer’/ reviewing indirect object pronouns/ formal letter writing/revising the future tense and structures with the future tense/ using the subjunctive with ‘cuando’.	International and Global dimensions March Mocks Discussing environmental & global issues/presenting a written argument/giving extended reasons/using the pluperfect tense/ explaining your point of view/ using the imperfect continuous/ using grammar knowledge in translation.	<p style="text-align: center;">GCSE Speaking Exams</p> <p style="text-align: center;">Revision Focus: Reading (and translation from Target Language to English), Listening and Writing (translation from English to Target Language).</p> <p style="text-align: center;">Exam practise & application: 20-30 words (describing and expressing opinions), 40-50 words (recognising and using 2 tenses) 80-90 words (using 3 tenses to respond to 4 bullet-points with a range of opinions and justification) 130-150 words (using multiple tenses, opinions, idiomatic phrases and complex structures).</p>	

GCSE French	Term 1 				Term 6
<p>Year 9 3 lessons French</p>	<p>Identity and culture: me, my family and my friends, including the person you admire. Revising present tense both regular and irregular verbs/reflexive verbs. listening for details, using verbs to refer to different people, adjectival agreements, reading strategies: synonymes, describing the person I used to be: avoir, etre, aller and faire. Developing a range of opinions and justifying opinion, revising the superlative form. Introducing Imperfect tense</p>	<p>Identity and culture: Things you enjoy doing with your friends and family, including what you have recently done. Using verbs to refer to different people, developing deducing and inference skills to work out the meaning of new words, introducing a wider range of prepositions, revising the perfect tense with both auxiliaries avoir and etre, including reflexive verbs, revising the near future with aller verbs, developing writing skills using 2 tenses.</p>	<p>Identity and culture: your projects with your friends and family, using verbs to refer to different people, revising and developing timephrases, developing the writing translation from French to English</p>	<p>Technology and hobbies: revising the faire verb used with activities and sport , adverbs of frequency, speaking using a range of opinions and justifying your opinion. Translation skill:misconception of how to translate faire in a port context.revising of depuis +present tense and introduction of the pronoun en.</p>	<p>Technology and hobbies: TV, cinema and internet revising of irregular verbs in present tense, revising the comparative form, introduction of direct pronouns le,la,les, reading strategies: answering questions in TL, revising and developing, revising and developing negative forms, revising imperfect tense , Listening for opposites, speaking skill: introduction of conversation/ picture based discussion</p>
<p>Year 10 4 lessons French</p>	<p>Identity and culture: My routine. Revising of reflexive verbs in the present tense, introducing Modal verbs pouvoir and devoir followed by an infinitive construction. Listening to key words, speaking: revising and developing conversation skill. Festivals in France. Reading: developing reading strategies are literary text or authentic materials, developing deducing and inference skills to work out the meaning of new words, develop translation skill using complex structure. Revising of food/clothes to talk about your birthday /Xmas celebration, revising perfect tense and future tenses. writing: developing using 3 tenses, speaking: revising role-plays</p>	<p>Local Area Holiday and travel: Describing where you live in details using en, dans and accurately, revising il y a and il n'y a pas de, partitive articles and introducing a range of sequencers, revising the imperfect tense, revising of comparative form. reading and listening skills focused: speaking: role-plays and photo discussion.</p>	<p>Local Area Holiday and travel: revising the modal verb pouvoir but with a different subject “ on peut”and introducing the negative form, revising opinion phrases, revising the use of the pronoun y, introducing the weather phrases. Introducing the future tense will with conjunction si (if). writing skill: developing extended piece of writing</p>	<p>Local Area Holiday and travel: revising the present tense to describe your holidays, revisiting the perfect tense and future tense to describe recent and future holidays. introducing the conditional to describe ideal holidays. Listening to distractors , antonyms and synonymes. writing: developing extended piece of writing, speaking: developing conversation skill.</p>	<p>School and Education: revising school subjects, expressing opinions, describing a timetable (timing, days of the week, frequency adverbs), comparing the French educational system to the British one. describe your school facilities, revisiting the conditional to express what you would change if you could. reading: literary texts. speaking; role-play and photo discussion.</p>

GCSE French	Term 1 			Term 6
Year 11 6 lessons French	Future Aspirations and world of work revision of conditional tense re ambitions and choices of careers, revision of the perfect tense re work experience or little jobs, introducing present participle re advantages of learning a language,	Future Aspirations November Mocks Reviewing the conditional tense, perfect and imperfect tenses, future tense, irregular verbs in different forms, and the most common complex structures. (in booklet)	International and Global dimensions March Mocks Discussing environmental & global issues, global events such as music festivals and a sporting event, presenting a written argument/giving extended reasons using the pluperfect tense and conditional future.	GCSE Speaking Exams Revision Focus: Reading (and translation from TL - English), Listening and Writing (translation from English- TL). Exam practise & application: 20-30 words (describing and expressing opinions), 40-50 words (recognising and using 2 tenses) 80-90 words (using 3 tenses to respond to 4 bullet-points with a range of opinions and justification) 130-150 words (using multiple tenses, opinions, idiomatic phrases and complex structures).
KS4 Wider Super Curriculum	<ul style="list-style-type: none"> • Discussing how language skills acquired over K3 and KS4 fit in with developing skills at KS5. • Analysing similarities and differences of cultures and celebrations from other countries. • Collaboration with local schools (Claverham, St Richard's). 			