



**St. Wilfrid's**  
R.C. College

## Modern Foreign Languages Curriculum

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

# Curriculum Intent

Our curriculum is carefully sequenced to build upon students' learning from Early Years, Key Stage 1 and Key Stage 2 and ensure that all students, including those with SEND and disadvantaged students, are challenged appropriately. It is in line with the guiding principles of the BCCET and whole school policies and as students advance through the curriculum they should be able to connect and transfer MFL grammar, vocabulary and phonics.

In **Year 7** students focus on high frequency verbs and structures, giving basic information and an introduction to key concepts, such as gender of nouns. MFL provision varies in KS2, therefore we support those new to MFL, and challenge those with a strong KS2 foundation. By the end of Year 7, they will have also met the past tense. In **Year 8** students continue to build their knowledge and are able to communicate about themselves in the target language. They consolidate the present and past tense verbs from Year 7, and build upon this with conditional and future tenses. In **Year 9** we build upon previous key verbs, structures and concepts to prepare for GCSE study in the following year. In **Year 10** students study Me, My Family, Free Time and My Region, all underpinned with consolidation of grammar, phonics and vocabulary. In **Year 11** students study Holidays, Work and Future Plans and Global Issues. Throughout the GCSE course students are practising the skills of Reading, Listening, Speaking, Writing and Translation. In **Year 12** students further build upon knowledge acquired at Key Stage 3 and Key Stage 4 where they are taught topics such as Family, Technology and Music. They start to read a culturally-significant novel and film in the target language. In **Year 13** topics such as Immigration, Diversity and Criminality are taught, whilst students also prepare an Independent Research Project, which is based upon an area of interest from the studied country.

# Curriculum Intent

## Homework

The MFL department sets relevant, challenging and topical homework that will help learners progress throughout the course. We provide pupils with opportunities to revisit prior learning in a timely manner, all with the benefit of access to teacher support via designated in-school sessions and Google Classroom.

A key feature of our MFL homework is that pupils will be required to undertake some language memorisation, due to the nature of learning a language. This can be time-consuming for pupils, therefore we encourage the 'little and often' approach, with a focus on lots of repetition. As memorisation is such an essential part of language-learning, pupils are taught how to self-quiz in MFL lessons, and are encouraged to use their Knowledge Organisers and many other resources to support them in this.

Pupils in all key stages will be set a range of skills as homework tasks, to ensure the fundamental assessed skills of listening, reading, writing and speaking are practised.

## Assessment

Staff routinely provide opportunities for formative and summative assessments to assess the progress of learners over time, this allows for appropriate intervention to be put in place to allow them to achieve their very best. We regularly implement retrieval activities within lessons as part of formative assessment and to aid pupils with memorisation of key vocabulary and skills.

End of module assessments give pupils an opportunity to showcase what they have learnt over the course of the taught topic, whilst demonstrating the key skills and grammatical knowledge that they have developed along the way in various new or different contexts. These assessments will comprise a range of skills: listening, reading, writing and speaking. Teachers will guide pupils in their revision, whilst also helping pupils to grow into independent learners, responsible for their own learning and progress.

## Year 7

We wish to enable pupils to develop a lifelong passion for language-learning and the ability to appreciate another language and its culture. We would like all pupils, irrespective of background and prior knowledge, to feel successful and capable in language learning.

Using a mix of the EPI (Extensive Processing Instruction) methodology, whilst introducing the three pillars of language learning (grammar, vocabulary and phonics) pupils will be introduced to essential language. Pupils will learn phonics to enable sound-spelling links to be made and will understand the concept of gender and plurality, as well as an introduction to the concept of personal pronouns and negatives, which will in turn support their literacy skills across the wider curriculum.

Pupils will develop reading, listening, speaking, writing and translation skills and will be exposed to a range of authentic materials and stories to support their understanding of verbs and tenses.

## Year 8

In Year 8 we would like pupils to build on an excellent start to learning a language in year 7 by expanding their knowledge of Francophone or Hispanic countries. Pupils will learn about cultural differences in celebrations and daily life. They are encouraged to express justified opinions in a variety of ways, whilst using a range of other language to add detail and interest to their written and spoken work.

As the course progresses, pupils will meet and manipulate a wider range of regular and irregular verbs. Pupils will further develop reading, listening, speaking, writing and translation skills and will be exposed to a range of authentic materials. We continue to use the Conti EPI method whilst teaching the three pillars of language learning.

## Year 9

We wish for pupils to develop into confident linguists able to tackle the demands of the challenging GCSE course. They will develop their knowledge of their language(s) and deepen their understanding of how language works, through a wide variety of topics. They explore more about why learning a language is beneficial and how they could use these skills in their future careers. We begin in Year 9 to explicitly teach the tenses and other essential grammar, in preparation for the rigours of KS4 and the GCSE course.

Pupils will now be becoming more adept at applying the skills they have been developing since Year 7, using the models and examples to which they were previously exposed. This will help to minimise the cognitive load in Year 9. There will be repetition of key vocabulary and phrases, both topic-specific and more general.

## Year 10

Pupils will develop their understanding of the language and also that of the respective countries. They will improve their knowledge of a range of themes which are featured in the AQA specification. These themes are relevant to the lives of young people, allowing pupils to immerse themselves in the culture of the language studied.

Pupils' knowledge of the grammar of the studied language(s) will be deepened, as they are expected to confidently apply the skills in a variety of contexts.

They will build upon their knowledge of KS3 vocabulary at a rapid rate, given the extensive vocabulary needed to succeed at GCSE level. This will take place both in lessons and independently. Pupils will be expected to take ownership of their vocabulary learning and memorisation of key terms and grammatical rules. Pupils will be exposed to exam skills that are specific to the course: listening, speaking, reading and writing.

## Year 11

Pupils will develop their understanding of the language and also that of the respective countries. They will improve their knowledge of a range of themes which are featured in the AQA specification. These themes are relevant to the lives of young people, allowing pupils to immerse themselves in the culture of the language studied.

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## Year 12

At KS5, we teach French and Spanish. The core content is as follows: Social issues and trends; Political and artistic culture and Grammar.

Students will have the exciting opportunity to study a culturally significant literary text and film in the target language. Currently, in Year 12 French we study *Un Sac De Billes*, written by Joseph Joffo, and *La Haine*, a film by Mathieu Kassovitz. In Spanish, we study *Como Agua Para Chocolate*, a novel by Laura Esquivé, and *Ocho Apellidos Vascos*, a film by Emilio Martínez-Lázaro.

Towards the end of Year 12, students are directed to begin their Independent Research Project (further details below).

This qualification is linear: all exams are at the end of the course. Students will therefore not sit external AS-level exams at the end of Year 12.

## Year 13

Students continue on their exploration of the language and its respective Francophone or Hispanic countries. All content is related to the target-language countries, and students are encouraged to analyse and evaluate relevant information and statistics.

In addition to the lessons, students will be researching a topic that is of interest to them. This is the afore-mentioned Independent Research Project (IRP). Previously chosen fields have included: The success of the French revolution; the life of Johnny Hallyday; and domestic abuse in France. The IRP is entirely student-led and teachers may not intervene or teach, although generic support will be provided.

There are three final assessments at the end of Year 13, which are as follows:  
-Paper 1 comprises the three skills Listening, Reading and Writing, which also includes a translation into French and one into English. Material will include complex factual and abstract content and questions will target main points, gist and detail. This is worth 50% of the A-level.

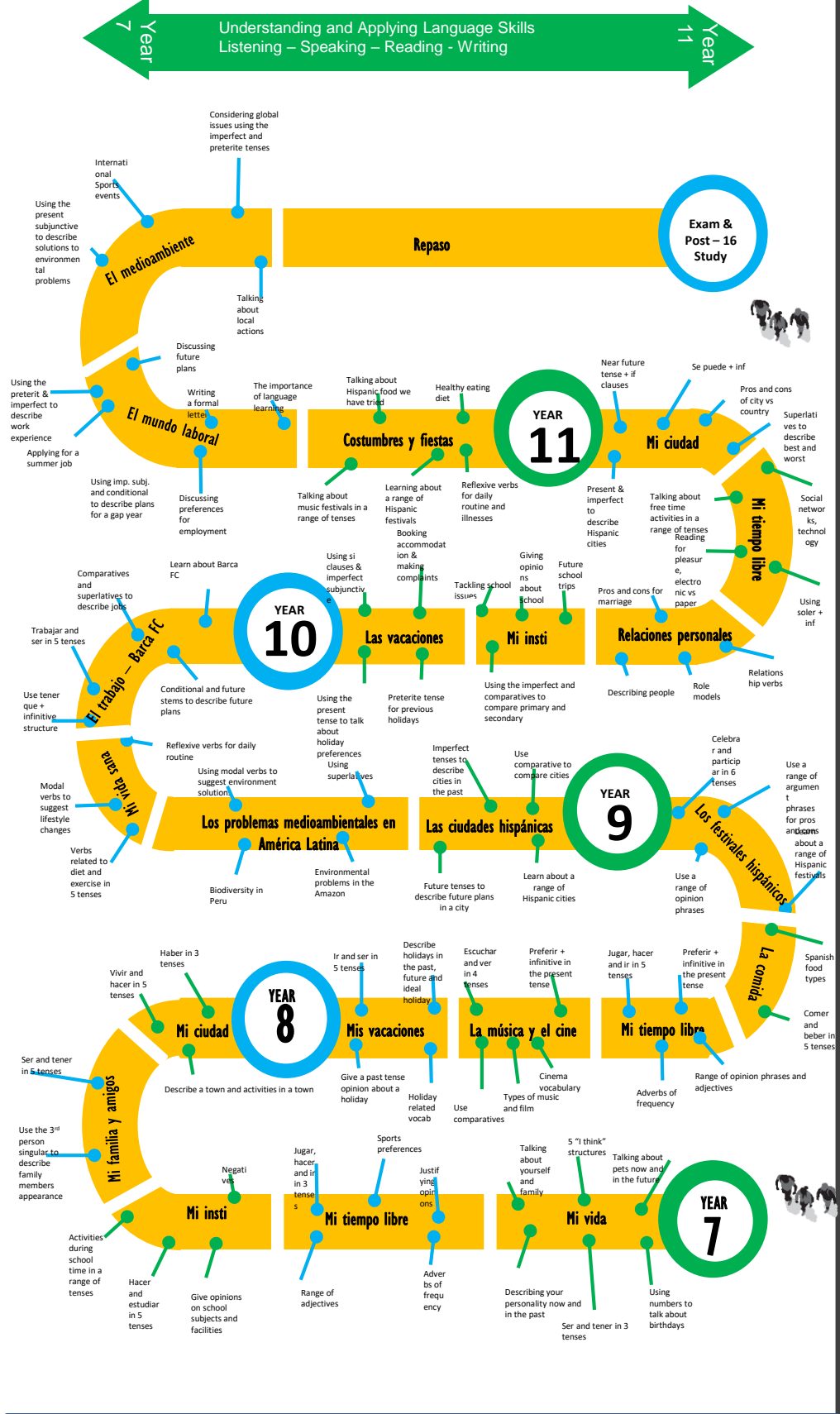
-Paper 2 is a writing paper, in which students will write two essays, one on the studied book and one on the studied film. The essay questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. This is worth 20% of the A-level.

-Paper 3 is the speaking exam. This entails discussion of a sub-theme based on a stimulus card, followed by a 12 minute discussion of the student's IRP. This is worth 30% of the A-level.



# Spanish Learning Journey

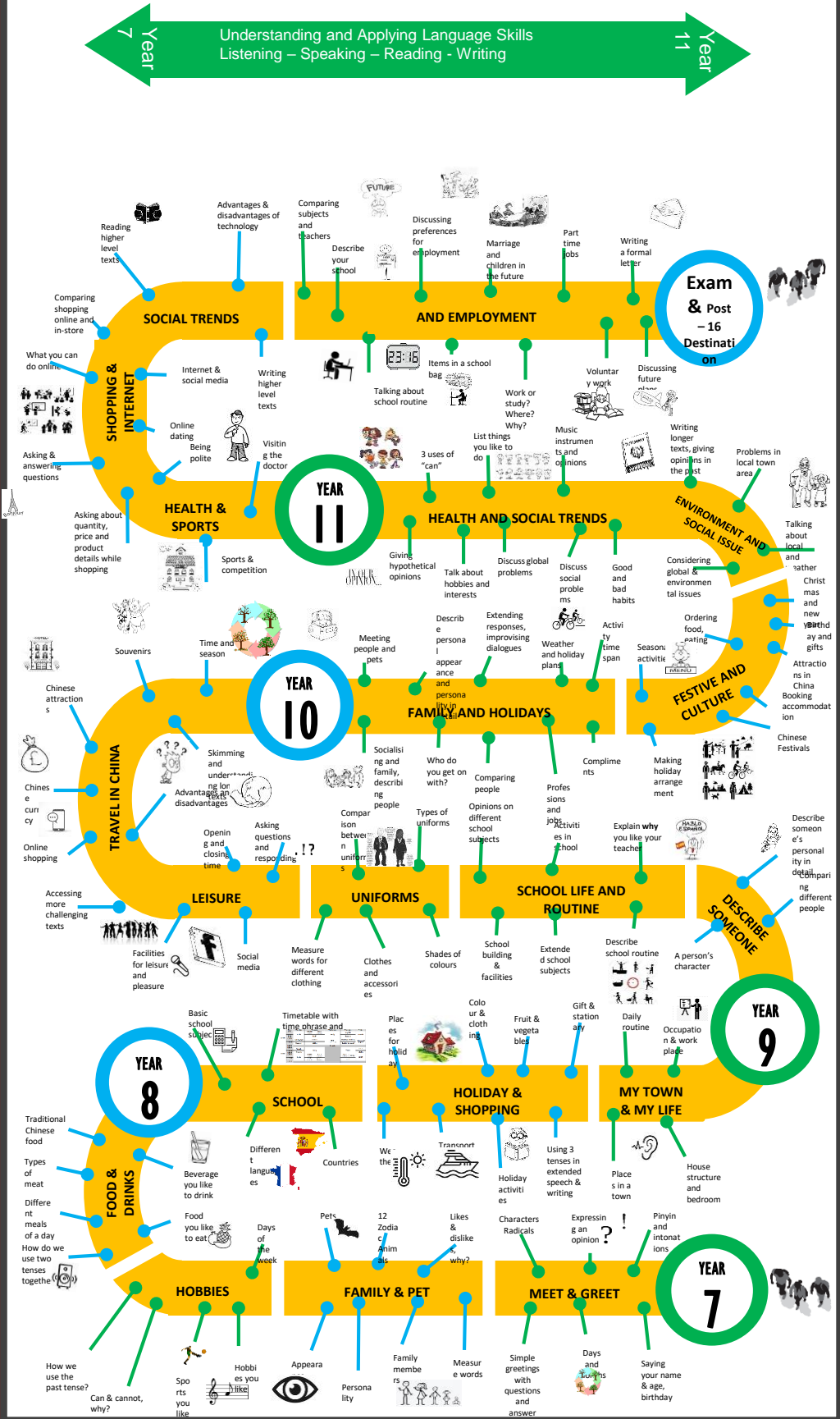
At St Wilfrid's we place a strong emphasis on applying knowledge & skills to the real world and developing an understanding of how languages work. Students will build upon prior knowledge every step of the way. Literacy underpins all that we do, whether we are practising listening, reading, writing or speaking skills. We aim to practise all four key skills within each sequence of lessons.





# Mandarin Learning Journey

Languages at St. Wilfrid's have a strong emphasis on the applying of knowledge & skills to the real world and how languages work. The applications and implications of what we learn permeate throughout the course content.



**Course: AQA GCSE MFL (French / Spanish / Mandarin)****Paper 1: Listening****25% of overall grade.****35 minute examination (foundation) or 45 minute examination (higher)****Paper is worth 40/50 Marks**

AO1: Listening – understand and respond to different types of spoken language.

**Paper 2: Speaking****25% of overall grade.****7-9 minute examination (foundation) or 10-12 minute examination (higher) + 12 minute preparation****Paper is worth 60/60 Marks**

AO2: Speaking – communicate and interact effectively in speech.

**Paper 3: Reading****25% of overall grade****45 minute examination (foundation) or 60 minute examination (higher)****Paper is worth 60/60 Marks**

AO3: Reading – understand and respond to different types of written language.

**Paper 4: Writing****25% of overall grade****60 minute examination (foundation) or 75 minute examination (higher)****Paper is worth 50/60 Marks**

AO4: Writing – communicate in writing.

**Aims & Objectives of the Qualification:**

Courses based on this specification enables students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French/Spanish/Mandarin is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

Course: AQA GCE MFL (French / Spanish)

**Paper 1: Listening, Reading and Writing**  
**50% of overall grade.**  
**2 hour 30 minutes examination.**  
**Paper is worth 100 Marks**

**Paper 2: Writing**  
**20% of overall grade.**  
**2 Hour examination.**  
**Paper is worth 80 Marks**

**Paper 3: Speaking**  
**30% of overall grade.**  
**21-23 minute examination + 5 minute preparation**  
**Paper is worth 60 Marks**