



Year 7 MFL

Aims:

- *The overarching aims for our students are fluid communication and a broad cultural awareness in our multilingual world. Learning another language involves learning about another culture. This stimulates pupils' curiosity and develops enquiring minds. Pupils are encouraged to reflect on their own culture and compare it with that of other countries.*
- *They will gain a strong phonetic knowledge to enable them to converse confidently and a reinforcement of many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real-life situations. Through this knowledge and confidence, they will become resilient and competent linguists who are open-minded and versatile communicators.*
- *By the end of Year 7 the aim is to have covered 3 topic areas in depth by using listening and speaking every lesson to develop mastery. Students will be introduced to key communicative functions that will interweave throughout their learning journey. The topics studied in KS3 have been designed to include knowledge, skills and understanding by addressing the four main components of the language: listening, speaking, reading and writing.*

Content:

Students will study either French or Spanish and will enjoy a culturally rich syllabus which follows 3 projects, Image, World Challenges and Superpowers. Students will use the topics of All about Me, Free time & Daily Routine, and School & Future plans as a means to gain some key communicative functions. These functions can then be applied in various different contexts as they move through KS3. Language will be taught in chunks (as opposed to individual words) as this helps pupils' fluency and long-term memory recall.

- Describing & identifying people
- Describing places
- Expressing one's feelings
- Describing routine behaviour in the present

Curriculum Map:

Year	Term	Curriculum	Assessment
7	Term 1	Physical description of self and others using 3rd person verbs. Students will also learn how to describe their families both physically and in terms of their relationships. A key element to this unit of work is to learn how to give justified opinions and be able to compare family members by using a comparative structure.	Formal speaking assessment Formal Reading assessment Retrieval Quizzes
	Term 2	Talking about leisure activities and what they do in their free time. Students will be able to talk about what they do on a daily basis incorporating daily routine and talking about mealtimes and the food and drink they enjoy. A key element is learning how to conjugate a wider variety of regular verbs into the present tense.	Formal listening assessment Formal writing assessment Retrieval Quizzes
	Term 3	Descriptions of school and school subjects will be introduced by revisiting comparatives and justified opinions	Formal speaking assessment Formal Reading assessment

	learnt in Term 1. Students will be able to describe their uniforms in detail using colours and other varied adjectives. We will then begin to explore students' future plans and aspirations which will include being able to use the future tense to say what job they are going to pursue.	Retrieval Quizzes
--	--	-------------------

Assessment:

Students are assessed during or at the end of topics by means of 2 formal assessments and regular retrieval quizzes on the chunks of language learnt during the topic. These assessments will assess their knowledge of key language patterns and grammatical concepts and will vary in form to cover 2 of the 4 critical skills (listening, speaking, reading and writing). However not all of the skills will necessarily be assessed at the same time. Students will be taught how to effectively peer and self-assess work to enable them to understand the success criteria that will ensure GCSE success. Work will also be marked regularly with feedback from the teacher being acted upon and pupil responses recorded to ensure any feedback is understood.

Extended Learning:

There are a great variety of tasks incorporated into the course including worksheet-based activities, extended writing, research on the internet, learning chunks of vocabulary and dialogues, reading comprehension, grammar exercises, project work, producing posters and revision for tests. However, any form of research and engagement with French/Spanish culture, alongside some exposure to typical foreign cartoons, magazines and radio will provide a sound basis to improve students all round knowledge.

Connection to the JTFS Approach

Whole School Theme	How does MFL support this?
STRIPE	Students are encouraged to improve communication with peers on research projects on famous foreign people as well as improving their enquiry skills. Students also practice being effective communicators by being active listeners and being tolerant of cultures that are different from their own. Students are encouraged to be creative and innovative in their Superpowers project.
STEAM	Basic information about key historical monuments in France and Spain are explored with reference to the engineering and design of said structures. Famous foreign self-portraits are also discussed during the Image project.
Literacy	Scan and skim reading are practiced along with exposure to authentic texts that enable students to widen their vocabulary. Reading aloud also forms part of their learning to improve phonetic understanding. A mini foreign language library is also available in each classroom to help develop a love of language and satisfy the curiosity of students.
Numeracy	Learners use numeracy in MFL when learning to tell the time, calculating café bills, handling money, working on days and dates and doing simple arithmetic calculations involving addition, subtraction and multiplication. Work in MFL offers some learners the additional opportunity they need to grasp the fundamentals of number work.
SMSC, British Values and Citizenship	Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the varied religious beliefs of the Francophone or Hispanic population. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.

