

Curriculum Overview – Modern Foreign Languages

Intent

At Shaftesbury School, we aim for Modern Foreign Languages (MFL) to provide a valuable educational, social and cultural experience for pupils; preparing them to be global citizens in the wider world. Modern Foreign Languages should raise awareness of a multi-lingual and multi-cultural world whilst also developing intra-personal and communication skills. MFL at Shaftesbury School allows children to learn in engaging and active ways, often without pen or paper.

We believe MFL is a challenging discipline which leads to massive rewards. It requires and develops competence in communication and problem solving in a real-world context. Pupils learn to structure and analyse language in a way that not only enables them to communicate functionally with non-English speakers, but also to express complex opinions about themselves and the world at large.

Our school is lucky enough to have a boarding house which means many of our students are exposed to different cultures and languages, including French and Spanish. As a department we use this expertise to support our KS3/4 students through offering an 'internship' Language Interns are responsible for aiding the class teacher and are used to model 'multi lingualism' and enhance progress in oral competency. This diversity is further celebrated by the school in the 'World Languages Day' which celebrates language learning and worldwide cultural differences.

The overarching **concepts** for MFL at Shaftesbury School are:

- **Oral/written competency (active skills) as well as competency in Reading/Listening (passive skills)**
- **Problem solving**
- **Translation**
- **Collaboration**
- **Resilience**
- **Creativity through expression in the target language**
- **Effective modelling of Languages at work**

Implementation

In Key Stage 3 students follow either a French or Spanish curriculum, taught over the three years, with the aim of preparing students for study at GCSE. The curriculum is innovative and makes use of real world resources to contextualise language and help students to 'see the point' of language learning. Assessment happens on a half-termly basis (modular) depending on the module studied from the scheme of work. These assessments are either teacher devised (oral/written) or are produced in a similar style to GCSE exams taken at KS4.

In Key Stage 4 prior knowledge and skills are built upon and developed through overlapping modular contexts already covered at Key Stage 3. As opposed to learning a topic from scratch students are encouraged to develop their skills and vocabulary; finessing their expression through use of more complicated grammatical concepts and themes based on the GCSE specification. Students follow the Edexcel GCSE specification for both French and Spanish covering 5 themes (Identity and Culture, Local Area; Holiday and Travel, School, Future Aspirations and International and Global Dimension). End of module reading and listening assessments are set, as well as ongoing assessment of speaking question preparation to which students have the opportunity to evaluate both their own and others work while also responding to teacher feedback and improving their own work. Progress and teaching is developed on a class by class basis, with the class teacher altering their program of study based on a group's individual progress. This allows for effective differentiation for both higher and lower ability groups within the classroom. Disadvantaged students are positively engaged through immediate directed questioning and feedback, as well as through seating plans-being in close proximity to the class teacher. Pupil premium students are also encouraged to come to directed intervention sessions, some open to all whilst other initiatives aim to solely support these pupils who require the extra input.

Throughout both key stages the expectation is for students to engage with the lesson and challenge themselves. They are taught the value of multi-lingualism and the values in being a global citizen. Both curricula encourage and support the idea of appreciating another culture and the concept of difference or the unknown. Through the KS3/KS4 curricula, students are taught the value of scholarship and the dividends that hard work results in. At Shaftesbury School we are lucky to have a valuable resource in our A'Level Linguists and boarding students. These native/high level speakers are used to model the benefits of speaking another language and are used to support students across all key stages

Curriculum Overview (Knowledge and skills)						
Term	1	2	3	4	5	6
Year 7 (French) (Spanish)	C'est perso Mi Vida Introducing self and others. Basic bio information and descriptions (French and Spanish))	Mon college School subjects/time/food Mi tiempo libre Hobbies and activities	Mes passetemps Hobbies and activities Mi Insti School subjects/time/food	Ma zone Local área/traveling/transport Mi familia y mis amigos My family along with local area	3....2....1 Partez Holidays Mi ciudad My city, local area	La Francophonie The French speaking World El mundo hispanohablante The Spanish Speaking World (Project Based Work)
Year 8 (French) (Spanish)	T'es branché? Cinema/TV/Film/Leisure Mis Vacaciones Holidays	Paris, je t'adore Tourist attractions/holidays Todo sobre mi vida TV/Music/Leisure	Mon identité Character/Likes and Dislike ¡A Comer! Food and Drink	Chez moi, chez toi Where I live/Food/Festivals ¿Qué hacemos? Clothes/Leisure/Going Out	Quel talent Future Dreams/Wishes Operacion verano Ideal homes, directions/holiday activities	La Revolution Francaise Spanish Festivals (Project based work)
Year 9 (French) (Spanish)	Ma vie sociale d'ado Social media/going out/music Somos asi Films/Celebrities/Days out	Bien dans sa peau Healthy Living Orientate ! World of Work/Duties	A l'horizon Future Aspirations En forma Healthy Living and Diet	Special Vacances Holidays Jovenes en accion Young people in action	Moi Dans le Monde Rights/Responsibilities Una aventura en Madrid Holidays/Souvenirs/Activities	Grammar Booster/Revision of Basics (French and Spanish)
Year 10 (French) (Spanish)	Qui-je suis Personality/Family and Friends Desconectate Holidays and Weather	Le temps de loisirs Sports and Leisure Activities Mi vida en el insti School	Jours Ordinaires/Jours de fête National Holidays/Celebrations Mi gente My friends and family	De la Ville De la Campagne Local Area Intereses e influencias Hobbies and Interests	Mock Preparation/Exam Skills/Performance Review and Target Setting (French and Spanish))	Le grande large Holidays Ciudades Where I live (Targeted intervention of identified groups: 9s, 5s, boarderline 4/5, boarderline 4 and PP students)
Year 11 (French) (Spanish)	Au college At School De costumbre Celebrations/Mealtimes/Food	Bon travail Work and the Future A currar Future aspirations Mock Preparation/Exam Skills/Performance Review and Target Setting (French and Spanish))	Un oeil sur le monde The world/internationalism and the environment Hacia un mundo major Environment/Global aspect	Revision and Speaking practice. Key skills Targeted interventions of identified groups: (9s, 5s, boarderline 4/5, boarderline 4 and PP students) (French and Spanish))	Speaking Exams and Examination period Key skills/Exam Techniques Targeted interventions of identified groups: (9s, 5s, boarderline 4/5, boarderline 4 and PP students) (French and Spanish))	Revision and Speaking practice. Key skills Targeted interventions of identified groups: (9s, 5s, boarderline 4/5, boarderline 4 and PP students) (French and Spanish))

Impact

By the end of Key Stage 3 students will be able to talk about themselves topics relating to them using basic opinion phrases in multiple timeframes. Students will have had experience and training in the skills necessary to succeed at GCSE level. They will be able to analyse language in any format in order to respond to questions or produce required activities. Students are resilient, confident and innovative in the way that they employ these learnt skills both in lessons and outside of the classroom.

By the end of Key Stage 4 pupils will have developed their expression and understanding to include a number of more abstract topics, making reference to opinions of others as well as their own. They will be able to justify arguments and interact spontaneously with a speaker of their learnt Modern Foreign Language. Pupils will feel more confident dealing with situations outside of their comfort zone and be more willing to rise to the challenges that being a global citizen produces.