

# Modern Foreign Languages (MFL)

**Subject leader:** Ms J Askew [jaskew@taptonschool.co.uk](mailto:jaskew@taptonschool.co.uk)

**Curriculum Intent:** We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<b>Topic: Talking about myself and my family</b>  Talking about yourself and family, Revision of the present tense, Relationships, Revision of the near future tense	<b>Students will:</b>  Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.  Develop a greater cultural understanding and awareness  Comprehend a wide range of texts in the target language  Produce extended responses, both written and verbal.
Autumn Term 2	<b>Topic: Talking about myself and my family</b>  Future relationships and marriage. Conditional tense and ideal partner. Free- time activities Music genres Music opinions and preferences, Concerts, Preterite/perfect tense	<b>Students will:</b>  Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.  Develop a greater cultural understanding and awareness  Comprehend a wide range of texts in the target language  Produce extended responses, both written and verbal.
Spring Term 1	<b>Topic: Free time</b>  Sports Television Other hobbies Preterite/perfect tense Near future and simple future tenses	<b>Students will:</b>  Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.  Develop a greater cultural understanding and awareness  Comprehend a wide range of texts in the target language  Produce extended responses, both written and verbal.

Spring Term 2	<p><b>Topic: A past holiday</b></p> <p>Shopping, places, items, transactions Study of a film in the Target Language, Film review, Preterite/perfect tense</p>	<p><b>Students will:</b></p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>
Summer Term 1	<p><b>Topic: Celebrity Culture</b></p> <p>Role- models and inspirations, Target Language country actors &amp; singers, Streaming, fashions and sports icons, Models and influencers, Reasons for their status as icons/inspiration – foundations, charity work, behaviour, vices</p>	<p><b>Students will:</b></p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>
Summer term 2	<p><b>Topic: Media and Technology</b></p> <p>Types, uses, pros and cons, Opinions and justifications, Technology before and now, Imperfect tense, Can we live without technology? Conditional tense and Si (if) clauses</p>	<p><b>Students will:</b></p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>
<p><b>Homework:</b> The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation. Students are issued with a homework booklet and homework is set once a week through Satchel:One, normally taking the form of some of the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises</li> <li>• Listening comprehension exercises</li> <li>• Vocabulary learning</li> <li>• Grammar consolidation</li> <li>• Written pieces</li> <li>• Research</li> </ul>		
<p><b>Assessment:</b></p> <p>Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work</p>		

There are two formal assessment points:

**Assessment Point 1** – November – listening, reading, and writing

All topics covered in Y9 so far and those covered in Y7 + Y8 too

**Assessment Point 2** – June - listening, reading, and writing

All topics covered in Y9 so far and those covered in Y7 + Y8 too

**Links to Personal Development:**

Mutual respect and tolerance – students build their cultural capital and learn to respect others

Character – Resilience is needed to prosper in MFL.

Moral and social development – Students work together respecting each other's ideas.

Cultural development – Cultural capital is the currency of MFL.

**How is my knowledge developed further at GCSE?**

In terms of core knowledge, the GCSE course in MFL builds upon the phonics, vocabulary and grammar that students have acquired at KS3. The topics covered at GCSE are detailed below:

- Theme 1 – People and lifestyle
- Theme 2 – Popular culture
- Theme 3 – Communication and the world around us

In terms of procedural knowledge, the GCSE course consolidates the skills of listening, speaking, reading and writing and allows students to develop and apply these skills at a higher level.