

## MFL Curriculum at Henlow Academy

### Intent

- The MFL curriculum aims to foster students' curiosity about the world around them through their study of a foreign language. The hope is that this curiosity will help to broaden horizons and open up new opportunities leading them to experience different cultures and embrace travel!
- In learning about the similarities and differences in the customs of other countries, students will be encouraged to be tolerant and respectful of other traditions. This emphasis will also acknowledge our own British and Christian values of: Democracy; The Rule of Law; Respect and Tolerance and Individual Liberty.
- In the language classroom many very important skills are developed which help students become more attractive to potential employers. Within the course of their lessons, students are required to work on their: social skills; communication skills and problem-solving skills on a regular basis. Another positive outcome is an increase in confidence, open-mindedness and flexibility.
- Understanding how to study a foreign language will make it easier to study other languages in the future. This is essential for the world of work and will provide a solid foundation for study at A Level.

### Implementation

- **Lesson allocation:**

Years 5 and 6	-	2 hours of French over 2 weeks
Year 7 and 8	-	3 lessons over 2 weeks
Year 9	-	5 lessons over 2 weeks
- **Reward systems in place to:**
  - Track and celebrate attainment in class
  - Encourage engagement and active learners
  - Encourage collaboration
  - Encourage questioning
  - Promote use of the target language
- **Drop-In Club (Lunchtime):**
  - Pupils are able to drop in, bring their lunch, get support with homework, classwork, memorising language. This one to one support is very useful in breaking down barriers and building confidence

## Topic Overview: Current Academic Year 2021 - 2022

**NB: Formative assessment ongoing throughout all the years on a regular basis.**

YEAR 5	Autumn Term	Spring Term	Summer Term	Assessment
<b>Topics</b>	<u>Topic: In class</u> Introduction Understanding un and une. Identifying nouns. Classroom objects Focus on pronunciation Alphabet Asking for classroom equipment and answering (Tu as .../ j'ai .../ je n'ai pas de ...) Use of the target language Christmas traditions	<u>Topic: Family</u> Detailing family members Understanding how to say 'my' Brothers and sisters, asking and answering, positive and negative (Tu as .../ j'ai .../ je n'ai pas de ...) Presentation of family	<u>Topic: Description of self and family</u> Tall/ short with verb 'etre' Identifying adjectives. How adjectives change Personality description with verb 'etre' Description of hair and eyes with the verb 'avoir' Identifying verbs.	<u>Autumn</u> Listening test focusing on greetings, alphabet and understanding of classroom objects and requests <u>Spring</u> Speaking test focusing on self and family <u>Summer</u> Reading and writing test on family and personal descriptions
<b>YEAR 6</b>	<u>Topic: School subjects</u> Opinions simple and extended Identifying negative and positive phrases in English and French Lengthening sentences, connectives, intensifiers Time 12 hour clock in English and French Cultural comparison	<u>Topic: Where you live town/ village</u> il y a .. il n'y a pas de ... Town vocabulary Opinions again but different and extending responses. Cultural comparison, town, village	<u>Topic: Free time activities</u> Recap of opinions with infinitives related to sporting activities. Identify an infinitive in English and French Contrast 'faire' and 'jouer' Opinions with other free time activities Identify present tense with Free time.	<u>Autumn</u> Listening test focusing on school subjects and opinions <u>Spring</u> Speaking test focusing on where I live <u>Summer</u> Reading and writing test on topics covered through the year.

<b>YEAR 7</b>	<u>Topic: Talking about myself</u> Introducing myself: name, age, birthday. Describing hair and eyes	<u>Topic: Talking about my family</u> Saying their age and how well I get on with them, Counting to 100. Describing myself and another family member Using the verb 'etre' and 'avoir' in the present tense.	<u>Topic: Describing my family and giving opinions</u> Recycling previous language Extending use of adjectives and adjectival agreement	<b>NB:</b> GCSE strategies and techniques are introduced from Year 7 and students are expected to learn key vocabulary as homework In preparation for assessments  Summative test at the end of each term
<b>YEAR 8</b>	<u>Topic: Revisit family</u> Consolidation and focus on description, use of etre and adjectival agreement and the verb 'avoir' Talking about pets (I have and would like to have) Recap with question skills: age/ descriptions/ pets	<u>Topic: Jobs</u> Saying what jobs people do Why they like/ dislike them Where they work The present indicative of 'travailler' and 'er' verbs The present indicative of 'etre' with jobs	<u>Topic: Comparing and contrasting</u> People's appearance and personality Description: colour; word order and adjectival agreement	Summative test at the end of each term
<b>Year 9</b>	<u>Topic: Talking about food</u> Describing likes and dislikes and why Saying what I have at different meals The verbs manger, boire, déjeuner, dîner Adjectival agreement with opinions about food	<u>Topic: Talking about clothes</u> Describing clothes I wear How frequently and when The verb 'porter' in the present indicative Saying what I and other do in our free time	<u>Topic: Talking about the weather and free time</u> Describing what I do when Linking with clothes Talking about my daily routine The verbs: jouer; faire; aller; avoir revisited. Linking with future plans	Summative test at the end of each term

## **MFL 2022 -2025**

Students will build on their learning in Key Stage 3 to embark on their GCSE.

Over the course of two years students will cover the following themes:

**Theme 1** Identity and Culture, which includes family and friends, technology and social media, food and drink, free time activities and customs and festivals.

**Theme 2** Local area, holiday and travel, which includes holiday, home and local area and travel and tourist transactions

**Theme 3** School, what school is like and school activities

**Theme 4** Future aspirations, study and work , which includes using languages beyond the classroom, jobs, careers and ambitions

**Theme 5** International and Global dimension, which includes sports and music events, environmental issues and good causes.

### **Impact**

The MFL Department will assess the impact of the curriculum through qualitative and quantitative measures such as:

- Results of ongoing formative assessment and summative assessment
- Overview of progress and standard in students' books
- Feedback from students
- Students engagement via learning walks
- Department Review