

MFL Curriculum Overview KS3-KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Year 7</u></p> <p>The year 7 curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics into their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and equip pupils with key language skills to serve them well now and throughout KS3 into KS4.</p>	<p><u>The Basics</u></p> <p>Greetings and classroom instructions.</p> <p>Alphabet, numbers, and phonics.</p> <p>Days of the week and months of the year.</p> <p>Opinion phrases. Personal information.</p> <p>In this unit, pupils are introduced to the basics of the language, including phonetic and spelling patterns. They will develop their ability to understand classroom commands, introduce themselves, ask others about personal information and endeavour to express basic opinions.</p>	<p><u>Family, friends and physical/character description</u></p> <p>Family members.</p> <p>Describing the physical appearance of family members.</p> <p>Describe the characteristics of family members. Key verbs: to be and to have.</p> <p>In this unit pupils build upon their existing knowledge of describing pets by describing family members. They will be utilising the opinion language from term 1 to give opinions on various family members.</p>	<p><u>My house & town</u></p> <p>Use of 'there is/are' to when discussing what there is in your town.</p> <p>Use of 'one can' to provide students with the chance to talk about what one can do in town. Where I live</p> <p>What is in my house/bedroom?</p> <p>Where is my house? This unit enables pupils to build upon their ability to express opinions. As well as allowing them to use a variety of adjectives to describe houses and locations. It also introduces the language element of expressing future wishes with regards to talking about their dream home and where they would like to live in the future. As well as exploring town facilities.</p>	<p><u>Free time activities</u></p> <p>What do you do after school?</p> <p>What do you do at the weekend?</p> <p>What do you do at the weekend?</p> <p>What do you do when it rains/it is sunny?</p> <p>Students will use existing knowledge to express what they like to do in their free time. They will build upon and practice expressing future wishes. In addition, they will have more opportunity to practice key present verb conjugation with a focus on irregular verbs.</p>	<p><u>School</u></p> <p>School subjects – likes and dislikes. Teachers – character description.</p> <p>Looking at time and school timetables.</p> <p>School facilities and opinions.</p> <p>In this unit pupils develop their ability to express preferences and justify them. This could be linked to school subjects, as well as teachers. Students will also build upon language from previous units to express opinions on their school.</p>	<p><u>Consolidation</u></p> <p>Present tense regular verbs</p> <p>Irregular verbs in the present tense</p> <p>Recapping on units from terms 1-5</p> <p>This final term enables students to recap and consolidate the language acquired from units studied over terms 1-5.</p>
<p>Year 8</p> <p>In year 8 the Curriculum aims at developing pupils' linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the 3-time frames to provide a</p>	<p><u>Holidays</u></p> <p>Usual holidays</p> <p>Past holidays – introduction to the past tense.</p> <p>Future holidays – build upon expressing future wishes and the near future tense.</p> <p>In this unit pupils further develop their ability to</p>	<p><u>Leisure, free time, and media</u></p> <p>What do you do in your free time – 3 tenses.</p> <p>TV programmes/films and preferences.</p> <p>Music and reading – expressing opinions and justifications.</p> <p>In this unit pupils further develop t</p>	<p><u>Daily Routine</u></p> <p>Introduction to reflexive verbs</p> <p>Daily routine activities.</p> <p>A typical school day</p> <p>Students will develop their ability to discuss their daily routine and give their opinion</p>	<p><u>Education and jobs</u></p> <p>Opinions on school rules</p> <p>Introduction to job vocabulary and expressing wishes and hopes for the future in relation to employment.</p> <p>Interlinking key vocabulary looked at in year 7 on this topic.</p>	<p><u>Healthy and unhealthy habits & activities</u></p> <p>Do you lead a healthy life?</p> <p>What do you do/did yesterday/will do to lead a healthy lifestyle?</p> <p>What's wrong? Illness and medical issues.</p> <p>This unit builds upon the previous topics and enables students to build on their use of the past, present. It also embeds recommendations in</p>	<p><u>Shopping and money</u></p> <p>Role plays of shopping scenarios</p> <p>What you use your pocket for</p> <p>Making weekend plans</p> <p>In this unit pupils further develop t</p>

<p>strong foundation in preparation for GCSE.</p>	<p>express plans, learn to narrate simple events in the past and increase their range and confidence in expressing opinions and justifying them. This unit stresses the importance of students using 3 tenses confidently to provide a strong foundation for the continuation of their MFL journey.</p>	<p>their ability to express future plans and narrate events in the past. There is a specific focus on expressing opinions and justifying them, including giving book and film reviews and expressing simple recommendations.</p>	<p>about it, including any desired changes. This unit will also introduce the notion of simple healthy and unhealthy habits.</p>	<p>In this unit pupils further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.</p>	<p>relation to medical issues – a very practical and useful section of this unit.</p>	<p>their ability to express future plans and carry out GCSE style speaking tasks in the form of a role play. There is a specific focus on expressing opinions and justifying them.</p>
<p>Year 9</p> <p>In year 9 the Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge. It therefore includes cultural topics and encourages the exploration of songs and literature.</p>	<p><u>Relationships with family and friends</u></p> <p>If you get on with your family or not and why</p> <p>Describing your family – comparisons to family life in Francophone/Hispanic countries.</p> <p>What makes a good friend?</p> <p>In this unit pupils build upon their linguistic competency from yr 7 & 8. They will incorporate the use of the negative (is not/never etc) in their work when describing family/friends.</p>	<p><u>Ideal partner & future plans</u></p> <p>Ideal partner</p> <p>Plans for the future</p> <p>In this unit pupils will use the conditional tense to express opinions on an ideal partner. Re-enforcement of a variety of adjectives.</p> <p>Following this, students will use set phrases (si clauses) to express future plans.</p>	<p><u>Food & Drink // Festivals & Customs</u></p> <p>Food and drink – typical customs in Francophone and Hispanic countries.</p> <p>Festivals celebrated in different cultures and your opinion</p> <p>Opinions and justifications on a festival/tradition you would like to participate in.</p> <p>Restuarant scenarios – key language in role play form.</p> <p>In this unit pupils further develop their ability to compare different countries and cultures with a particular on food. They also extend their knowledge about another country by learning about festival and</p>	<p><u>City or region in the TL country</u></p> <p>Where do you live and what can you do in your area?</p> <p>What was it like before?</p> <p>Comparing an English town//city to a Hispanic/Francophone city – drawing on different activities, facilities.</p> <p>Expressing future opinions on visiting/living in a Spanish speaking country</p> <p>In this unit pupils further develop their ability to compare</p>	<p><u>The world around us</u></p> <p>What environmental problems are in your region?</p> <p>What should we do about them? / What problems were there before?</p> <p>Your opinions about fair trade/volunteering/charity/helping others</p> <p>In this unit pupils develop their ability to express opinions and extend their knowledge about world-wide issues.</p> <p>In addition, they will use future tense time markers/expressions to share what they would like to do to help others.</p>	<p><u>Consolidate: Free time</u></p> <p>Free time activities – 3 tenses</p> <p>TV and film opinions</p> <p>Going out and staying in</p> <p>Building on the unit studied in year 8, students will narrate free time events in the past, present and future and the imperfect tense will be used for high frequency verbs in relation to free time.</p> <p>As well as justifying their opinions with a</p>

			traditions across the Francophone and Hispanic world.	different countries and cultures. They also extend their knowledge about a particular country or city.		variety of adjectives and connectives.
<p><u>Year 10</u></p> <p>Throughout the course of year 10 students will build upon their linguistic competencies to a more advanced level as well implementing three-time frames and more complex grammatical structures at higher tier. The three main themes covered will enable them to delve deeper into a different culture and also discuss current issues such as global warming and social issues.</p>	<p><u>Theme 1: Identity and Culture</u></p> <p>Relationships with family/friends.</p> <p>Future plans and marriage.</p> <p>Mobile technology and social media.</p> <p>Pupils will recycle the language acquired in yr 9 to discuss relationships and build upon this further by using more complex grammatical structures. They will be able to use the notion of technology and discuss its role in society and draw comparisons.</p>	<p><u>Theme 1: Identity and Culture</u></p> <p>Free time activities: sports & hobbies</p> <p>Film & TV preferences</p> <p>Food & eating out</p> <p>This particular topic enables students to explore foreign cinema and television programmes. In addition, they are able to give their opinions on free time activities as well as use language to convey the opinions of others.</p>	<p><u>Theme 2: Local, International, and global areas of interest</u></p> <p>House description and location</p> <p>Town description and what you can do there</p> <p>Throughout this sub-topic students will build upon their vocabulary to describe various homes and locations. Again, the opportunity to compare different ways of life will be prevalent. This will also apply to the discussion around town and facilities.</p>	<p><u>Theme 3: Current, future studies and employment</u></p> <p>My Studies</p> <p>Life at school and college</p> <p>Education Post-16</p> <p>Jobs and future plans</p> <p>This unit allows pupils to really draw upon the differences between education in the UK, from subjects to timings of the day. This then leads to discussions around qualifications and opportunities for young people going forward.</p>	<p><u>Theme 2: Local, International, and global areas of interest</u></p> <p>The environment – what are the problems and what can we do to help</p> <p>The environment – what were the issues in the past in comparison to now</p> <p>In this unit pupils develop their ability to express opinions and extend their knowledge about world-wide issues. It is also a topic that will enable them to use the imperfect tense repeatedly to compare and contrast global issues.</p>	<p><u>Theme 1: Identity and Culture</u></p> <p>Customs & festivals in Hispanic countries</p> <p>This final unit showcases the various customs and festivals world-wide. Students will be able to use 3-time frames to express wishes on festivals they would like to participate in, as well using the past to reflect on previous experiences.</p>
<p><u>Year 11</u></p> <p>The majority of the GCSE content is covered throughout yr 10 and therefore yr 11 is utilised for consolidation of vocabulary and grammatical structures. Lessons include exam style questions to aid with preparation.</p>	<p><u>Theme 2: Local, International, and global areas of interest</u></p> <p>Travel and tourism// weather</p> <p>Pupils will be recapping the use of the past, present and future to share ideas around holidays. There will be opportunity for listening, reading, writing, and speaking practice over the course of the term.</p>	<p><u>Theme 2: Local, International, and global areas of interest</u></p> <p>Healthy and unhealthy living</p> <p>Social issues: poverty and homelessness</p> <p>Students will discuss the various health factors around healthy and unhealthy living. Again, opportunity to compare to Europe. Similarly, to global-</p>	<p><u>Recap & consolidation</u></p> <p>All themes and subtopics are revisited, and students are exposed to listening, reading, writing, and speaking questions.</p>	<p><u>Recap & consolidation</u></p> <p>All themes and subtopics are revisited, and students are exposed to listening, reading, writing, and speaking questions.</p>	<p><u>Oral exams</u></p>	<p><u>Examinations</u></p>

		issues these sub-topics will allow students to use their linguistic ability to discuss more serious and in depth issues.				
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