

| French Curriculum Map                          |  |
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| <p><b>St. Cuthbert's Curriculum Vision</b></p> | <p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.</p>   |
| <p><b>MFL Curriculum Vision</b></p>            | <p>The Modern Foreign Languages department aim to open students' minds to different opportunities and cultures and help them integrate in a global world. To teach students rigour and resilience as well as harvesting a love and a passion for a hidden talent or intrigue for a new language. At St. Cuthbert's we want to teach communication skills and give our students confidence to become public speakers, prepared for a confident future, empowered to articulate their thoughts and give students ambition to aim high as well as raise aspiration. We want our students to enjoy their learning whilst developing a deeper understanding and respect for other cultures.</p> |

| Catholic Mission | Careers (CEIAG) | COVID Catch-up | Cultural Capital | Enrichment Opportunities | Preparing for life in modern Britain | Literacy and communication | Skills for Life |
|------------------|-----------------|----------------|------------------|--------------------------|--------------------------------------|----------------------------|-----------------|
|                  |                 |                |                  |                          |                                      |                            |                 |

| French 'at a glance' |  |  |  |  |  |   |
|----------------------|--|--|--|--|--|---|
|                      | AUTUMN   |  | SPRING   |  | SUMMER   |   |
| <b>YEAR 7</b>        | <b>Vive la France!</b><br>An introduction to French language and French speaking countries | <b>All about me</b><br>Learning to give personal information, family, the weather and likes and dislikes | <b>C'est perso</b><br>Using regular verbs to talk about yourself and others whilst expressing opinions | <b>Mon collègue</b><br>Talking about your school life and exploring life in French speaking countries. | <b>Mes pasetemps</b><br>Learning about sports free time activities in the modern world | <b>Ma zone et mes pasetemps</b><br>Learning more about free time activities and exploring your town |
| <b>YEAR 8</b>        | <b>Mes vacances et mes rêves</b><br>Talking about holidays and future plans                | <b>Mes vacances et mes rêves</b><br>Talking about holidays and future plans                              | <b>Les jeunes Parisiens</b><br>Discussing technology and interests                                     | <b>Paris, je t'adore!</b><br>Talking about tourism in Paris  | <b>Mon identité</b><br>Talking about your style and home                               | <b>Mon identité</b><br>Talking about meal times and exploring French history                        |
| <b>YEAR 9</b>        | <b>Mon identité</b><br>Talking about meal times and exploring French history               | <b>Qui suis-je?</b><br>Talking about family and relationships  | <b>Qui suis-je?</b><br>Using a number of tenses together   | <b>Le temps des loisirs</b><br>Talking about sport   | <b>Le temps des loisirs</b><br>Talking about free time                                 | <b>Jours ordinaires, jours de fête</b><br>Talking about daily life, festivals and parties           |
| <b>YEAR 10</b>       | <b>De la ville à la campagne</b><br>Talking about your region                              | <b>De la ville à la campagne</b><br>Discussing town and the weather                                      | <b>Le grande large</b><br>Talking about holidays   | <b>Le grande large</b><br>Talking about holidays   | <b>Au college</b><br>Talking about school  | <b>Au college</b><br>Talking about school   |
| <b>YEAR 11</b>       | <b>Bon travail</b><br>Jobs and future plans  | <b>Bon travail</b><br>Work experience and part time jobs   | <b>Un oeil sur le monde</b><br>Talking about the environment   | <b>Un oeil sur le monde</b><br>Discussing the future of the planet                                     | -  | -   |

Y7 French

| YEAR 7   | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
|--|--|---|---|---|---|--|
| <b>Theme</b>   | <b>Vive la France!</b><br>An introduction to French language and French speaking countries   | <b>All about me</b><br>Learning to give personal information, family, the weather and likes and dislikes  | <b>C'est perso</b><br>Using regular verbs to talk about yourself and others whilst expressing opinions  | <b>Mon collègue</b><br>Talking about your school life and exploring life in French speaking countries.  | <b>Mes passetemps</b><br>Learning about sports free time activities in the modern world   | <b>Ma zone et mes passetemps</b><br>Learning more about free time activities and exploring your town   |
| <b>Knowledge / Skills</b><br> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding of personal information, including age and personality, and learning about French speaking countries.<br><br><i>Taster lessons</i><br><ul style="list-style-type: none"> <li>Greetings and introductions</li> <li>Using numbers to talk about age and siblings</li> <li>Using months to talk about birthdays</li> <li>Colours</li> <li><b>Exploring French culture</b></li> <li>Spelling in French</li> <li>Phonics</li> <li>Describing your classroom</li> <li>Pets</li> <li>Expressing opinions</li> <li>Using grammar (a, the, some)</li> <li>Understanding plural and singular</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding on the topic of personal information, family, the weather and likes and dislikes.<br><ul style="list-style-type: none"> <li>Using colours to describe animals</li> <li>Talking about your family</li> <li>Saying where you live</li> <li>Ordering food and drink in a café</li> <li>Using key verbs to talk about nationalities and countries</li> <li>Talking about the weather</li> <li>Using grammar (my)</li> <li>Exploring rhyming and syllables</li> <li>Exploring winter celebrations in French speaking countries</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding of using regular verbs to talk about themselves and others whilst expressing opinions.<br><ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Using regular verbs</li> <li>Describing yourself in detail</li> <li>Talking about and describing other people</li> <li>Using pronouns</li> <li>Understanding adjective agreement</li> <li>Using the present tense</li> <li>Exploring festivals in French speaking countries: Saint Valentin</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding on the topic of school life and exploring life in French speaking countries.<br><ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Expressing opinions and giving reasons</li> <li>Asking and understanding questions</li> <li>Talking about your school timetable</li> <li>Describing your school day</li> <li>Using 'on' to talk about the pronoun 'we'</li> <li>Talking about food and break time</li> <li>Using grammar (the partitive article)</li> <li>Exploring schools in French speaking countries.</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding on the topic of sports free time activities in the modern world.<br><ul style="list-style-type: none"> <li>Talking about computers, mobiles and electronic devices</li> <li>Using key verbs to talk about sports</li> <li>Recycling regular verbs</li> <li>Using key verbs to express opinions</li> <li>Exploring extreme sports</li> <li>Exploring festivals in French speaking countries: Mardi Gras and Pâques</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 7 aim to have excellent knowledge</b> and understanding on the topic of free time activities and exploring town.<br><ul style="list-style-type: none"> <li>Using key verbs to talk about free time activities</li> <li>Describing what other people like to do</li> <li>Talking about your town</li> <li>Grammar (il y a)</li> <li>Using negatives</li> <li>Saying what you can do in town</li> <li>Exploring facts about France</li> </ul> |
| <b>Skills:</b>   | Students will be required to recognise and understand this knowledge this via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 7, students aims to:  |   |   |   |   |  |
|  | <ul style="list-style-type: none"> <li>Identify and demonstrate understanding of a range of familiar phrases and opinions.</li> <li>Demonstrate understanding of main points and opinions in a short text.</li> <li>Take part in a range of brief conversations, using short phrases and asking and responding to questions referring to the present tense.</li> <li>Write several short, linked sentences and express simple opinions in the present tense.</li> <li>Translate and transcribe familiar short phrases into the target language and into English.</li> </ul>  |   |   |   |   |  |
| <b>Rationale</b>   | <b>Links to previous learning:</b><br>This term builds on knowledge and skills from the Key Stage 2 Primary National Curriculum, whilst ensuring students are provided with a solid foundation to build upon prior learning and to develop new skills. Learning is engaging, developmental and memorable, focussing on the four main skill areas (listening, speaking, reading and writing) whilst also touching on phonics and exploring winter celebrations in French speaking countries.  |   |   | <b>Why and links to future learning:</b><br>The learning of French in Year 7 provides a valuable and broad educational, social and cultural experience for the students. Students develop communication and literacy skills that lay the foundation for future language learning in Year 8 and beyond. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English.  |   |  |

Year 7

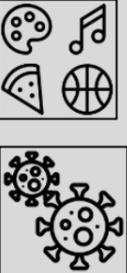


| YEAR 7 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2   |
|--------|----------|----------|----------|----------|----------|--|
|        |          |          |          |          |          | <p>Year 7 includes a variety of content, intended to engage students and ignite a passion for language learning. This becomes more complex over time and students are constantly required to build on prior knowledge and use creative thinking to contextualise new information as the year progresses and as their linguistic journey develops throughout their schooling.</p> <p>Students are introduced to a variety of grammatical concepts and structures, which support them in using an array of vocabulary across any topic they encounter. Some examples of this include:</p> <ul style="list-style-type: none"> <li>• Students' progress from expressing simple opinions to giving detailed reasons for their likes and dislikes using accurate adjective agreement.</li> <li>• Students initially talk and write about themselves and progress to discussing and describing other people, using a variety of pronouns whilst demonstrating an ability to manipulate verbs and other key language.</li> <li>• Students' progress from using very simple grammar, for example, adjectives, to the partitive and definite articles and manipulating language to express a negative.</li> </ul> <p>Additionally, we are a subject rich in cultural capital, constantly finding opportunities to raise awareness of the multilingual and multicultural world and introduce an international dimension to students' learning, exposing them to the diversity of the world.</p> |

Y8 French

| YEAR 8   | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|--|---|--|--|--|---|---|
| <b>Theme</b>   | <b>Mes vacances et mes rêves</b><br>Talking about holidays and future plans   | <b>Mes vacances et mes rêves</b><br>Talking about holidays and future plans  | <b>Les jeunes Parisiens</b><br>Discussing technology and interests   | <b>Paris, je t'adore!</b><br>Talking about tourism in Paris  | <b>Mon identité</b><br>Talking about your style and home  | <b>Mon identité</b><br>Talking about meal times and exploring French history  |
| <b>Knowledge / Skills</b><br> | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of holidays.<br><br><ul style="list-style-type: none"> <li>Using 'on va' to talk about holidays</li> <li>Discussing future plans using je vais and je voudrais</li> <li>Learning about French speaking countries</li> <li>Exploring French culture</li> </ul>   | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of holidays, future plans and ambitions.<br><br><ul style="list-style-type: none"> <li>Learning about French speaking countries</li> <li>Talking about animals</li> <li>Describing a painting</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of technology and personal interests.<br><br><ul style="list-style-type: none"> <li>Talking about television programmes using subject pronouns</li> <li>Discussing films</li> <li>Developing opinions</li> <li>Talking about reading and the internet using the key verb faire</li> <li>Recycling knowledge of articles</li> <li>Using 'on' to talk about weather</li> <li>Using 'on peut' to talk about what you can do in Paris</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of tourism, using the past tense.<br><br><ul style="list-style-type: none"> <li>Recapping opinions</li> <li>Using question words to ask about tourism in Paris</li> <li>The perfect tense</li> <li>Saying what you did in Paris</li> <li>Talking about events in the past</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of personal style and home.<br><br><ul style="list-style-type: none"> <li>Recapping the perfect tense</li> <li>Using the near future tense to talk about clothes</li> <li>Describing your home</li> <li>Using prepositions</li> </ul> | <b>Knowledge:</b><br><b>Students in Year 8 aim to have excellent knowledge</b> and understanding on the topic of food and mealtimes as well as French history.<br><br><ul style="list-style-type: none"> <li>Talking about meal times and recapping articles</li> <li>Exploring world geography and Francophone countries</li> <li>Investigating French science</li> <li>Understanding the French revolution</li> </ul> |
| <b>Skills:</b>   | <p>Students will be required to recognise and understand this knowledge this via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 8, students aims to:</p> <ul style="list-style-type: none"> <li>Identify and demonstrate understanding of a range of familiar phrases and opinions with reasons in two tenses.</li> <li>Demonstrate understanding of main points and opinions in short and authentic texts.</li> <li>Take part in a range of brief conversations, using a range of common vocabulary and grammatical structures referring to two tenses, including asking and responding to questions.</li> <li>Write short texts for different topics referring two tenses including opinions and reasons.</li> <li>Translate and transcribe longer sentences into the target language and into English.</li> </ul>  |  |  |  |   |   |
| <b>Rationale</b>   | <p><b>Why and links to future learning:</b><br/>The Year 8 curriculum aims to enable students to deepen their learning through expressing their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries. It is the next layer to language learning at St. Cuthbert's.</p> <p><b>Links to previous learning:</b><br/>Learning in Year 8 recaps prior knowledge taught at Key Stage 2 whilst ensuring content from Year 7 is consistently used and recycled by students. The curriculum also provides a solid foundation to build upon prior learning and to develop new skills and knowledge required for further language study. Learning should be engaging, developmental and memorable and should incorporate the four main skill areas together with grammatical structures and key topic vocabulary. Some examples of this include:</p> <ul style="list-style-type: none"> <li>Students begin to use je voudrais with infinitive verbs, expanding on prior knowledge.</li> <li>Students are exposed to a variety of tenses in Year 8 and will become confident in recognising and understanding their construction within a number of topic areas.</li> <li>Students will learn about the history of the French revolution, science and Francophone countries.</li> </ul> |  |  |  |   |   |

Y9 French

| YEAR 9   | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|--|---|---|--|--|---|---|
| <b>Theme</b>   | <b>Mon identité</b><br>Talking about meal times and exploring French history  | <b>Qui suis-je?</b><br>Talking about family and relationships   | <b>Qui suis-je?</b><br>Using a number of tenses together   | <b>Le temps des loisirs</b><br>Talking about sport   | <b>Le temps des loisirs</b><br>Talking about free time  | <b>Jours ordinaires, jours de fête</b><br>Talking about daily life, festivals and parties   |
| <b>Knowledge / Skills</b><br> | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of family, appearance, personality and character.<br><br><ul style="list-style-type: none"> <li>Recapping the perfect tense</li> <li>Using the near future tense to talk about clothes</li> <li>Describing your home</li> <li>Using prepositions</li> <li>Talking about meal times and recapping articles</li> <li>Understanding the French revolution</li> </ul>  | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of family and relationships.<br><br><ul style="list-style-type: none"> <li>Revising family and describing people</li> <li>Revising town, activities and time</li> <li>Talking about what makes a good friend</li> <li>Using –er verbs in the present tense</li> <li>Family and relationships</li> <li>Reflexive verbs</li> </ul> | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of sport and free time activities.<br><br><ul style="list-style-type: none"> <li>Making arrangements to go out</li> <li>Using the near future tense</li> <li>Using the perfect tense to describe a day out</li> <li>Using two tense together to talk about role models</li> </ul> | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of free time activities and reading habits.<br><br><ul style="list-style-type: none"> <li>Revising leisure activities</li> <li>Revising film and going to the cinema</li> <li>Talking about sport</li> <li>Using irregular verbs in the present tense to talk about technology</li> </ul> | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of daily life.<br><br><ul style="list-style-type: none"> <li>Using negatives to talk about music and reading habits</li> <li>Using the comparative when discussing TV programmes</li> <li>Recapping the perfect tense</li> <li>Talking about a night out with friends</li> </ul> | <b>Knowledge:</b><br>Students in Year 9 aim to have excellent knowledge and understanding on the topic of French festivals and celebrations.<br><br><ul style="list-style-type: none"> <li>Talking about food and meals</li> <li>Discussing clothes</li> <li>Shopping for clothes</li> <li>Describing your daily life</li> <li>Talking about shopping for a special meal</li> <li>Describing family celebrations</li> </ul> |
| <b>Skills:</b>   | <p>Students will be required to recognise and understand this knowledge this via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 9, students aims to:</p> <ul style="list-style-type: none"> <li>Deduce meaning and demonstrate understanding of overall messages including less familiar language, in longer passages referring to three tenses.</li> <li>Deduce meaning and understand details in longer texts including unfamiliar language and complex structures.</li> <li>Take part in a range of conversations, using a range of common vocabulary and grammatical structures referring to three tenses, including asking and responding to questions, whilst developing my answers.</li> <li>Write coherent longer texts on a variety of topics, linking sentences and paragraphs whilst structuring my ideas, referring to three tenses, including opinions and reasons, whilst developing my answers.</li> <li>Translate and transcribe texts into the target language and into English.</li> </ul>                              |   |  |  |   |   |
| <b>Rationale</b>   | <p><b>Links to previous learning:</b><br/>Year 9 learning takes into account study undertaken at Key Stage 3, whilst delivering new themes of learning linked to future language study. Students will continue to develop new skills and knowledge whilst further embedding the Year 7 and 8 programmes of study. Students revisit a number of themes, enabling them to make links across topics, whilst using a variety of tenses together.</p> <p><b>Why and links to future learning:</b><br/>The Year 9 curriculum aims to enable students to deepen their learning through expressing their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries. It is the next layer to language learning at St. Cuthbert's.</p> |   |  |  |   |   |

Year 9

Y10 French

| YEAR 10  | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2   |
|--|---|--|--|--|---|--|
| <b>Theme</b>   | <b>De la ville à la campagne</b><br>Talking about your region   | <b>De la ville à la campagne</b><br>Discussing town and the weather  | <b>Le grande large</b><br>Talking about holidays   | <b>Le grande large</b><br>Talking about holidays   | <b>Au college</b><br>Talking about school   | <b>Au college</b><br>Talking about school  |
| <b>Knowledge / Skills</b><br> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Talking about where you live and what you can do there</li> <li>Revising places in town and directions</li> <li>Describing a region</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Finding out tourist information</li> <li>Discussing plans and the weather</li> <li>Talking about your town, neighbourhood or village</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Talking about what you normally do on holiday</li> <li>Dealing with a hotel stay</li> <li>Talking about travelling</li> <li>Using two tenses together to talk about holidays</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Saying what you do and did on holiday</li> <li>Ordering in a restaurant</li> <li>Talking about holiday disasters</li> <li>Discussing holidays in three time frames</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Revising school subjects and talking about your timetable</li> <li>Giving opinions on school subjects and facilities</li> <li>Comparing your school to a school in France</li> <li>Discussing rules and regulations</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Discussing healthy life styles</li> <li>Talking about school activities</li> <li>Talking about successes at school</li> <li>Using three time frames to talk about school</li> </ul> |
| <b>Year 10</b>   | <b>Skills:</b><br>In addition to all Key Stage 3 skills, students will be required to recognise and understand this knowledge this via the skills of listening and reading at a deeper level and demonstrate this via the skills of speaking and writing in a more sophisticated manner.  |  |  |  |   |  |
| <b>Rationale</b>   | <p><b>Links to previous learning:</b><br/>At Key Stage 4, learning links to Key Stage 3 study whilst delivering new themes of learning linked to the GCSE specification. Each of the topics studied at Key Stage 4 have previously been studied, at a less complex level, in Key Stage 3.</p> <p><b>Links to future learning:</b><br/>At Key Stage 4, students will continue to develop new skills and knowledge required for Key Stage 4 whilst preparing them for the study of languages at Key Stage 5. The Year 10 programme of study encompasses the curriculum as a whole and builds on prior knowledge, supporting students to further develop their language skills and knowledge required to be successful in languages and possibly further study at Key Stage 4 and 5.</p> <p><b>Why?</b><br/>Students will develop an in depth knowledge and understanding of language learning, exam technique and personal strategies to support their own learning. Learning should continue to be engaging, developmental and memorable whilst incorporating the four skill areas together with GCSE grammatical structures at both foundation and higher level and key GCSE thematic vocabulary.</p> |  |  |  |   |  |

Y11 French

| YEAR 11  | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1 | SUMMER 2 |
|--|---|--|---|--|----------|----------|
| <b>Theme</b>   | <b>Bon travail</b><br>Jobs and future plans   | <b>Bon travail</b><br>Work experience and part time jobs   | <b>Un oeil sur le monde</b><br>Talking about the environment  | <b>Un oeil sur le monde</b><br>Discussing the future of the planet   |          |          |
| <b>Knowledge / Skills</b><br>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Talking about jobs</li> <li>Discussing work preferences</li> <li>Talking about hopes, plans and dreams</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Talking about how you earn money</li> <li>Discussing work experience</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Talking about your interest and what concerns you about the world</li> <li>Discussing the weather and natural disasters</li> <li>Talking about protecting the environment</li> </ul> | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Discussing ethical shopping</li> <li>Talking about volunteering</li> <li>Discussing world events</li> </ul> |          |          |
| <br><br> | <b>Skills:</b><br>In addition to all Key Stage 3 skills, students will be required to recognise and understand this knowledge this via the skills of listening and reading at a deeper level and demonstrate this via the skills of speaking and writing in a more sophisticated manner.  |  |   |  |          |          |
| <b>Rationale</b>   | <p><b>Links to previous learning:</b><br/>At Key Stage 4, learning links to Key Stage 3 study whilst delivering new themes of learning linked to the GCSE specification. Each of the topics studied at Key Stage 4 have previously been studied, at a less complex level, in Key Stage 3.</p> <p><b>Links to future learning:</b><br/>At Key Stage 4, students will continue to develop new skills and knowledge required for Key Stage 4 whilst preparing them for the study of languages at Key Stage 5. The Year 11 programme of study encompasses the curriculum as a whole and builds on prior knowledge, supporting students to further develop their language skills and knowledge required to be successful in languages and possibly further study at Key Stage 5.</p> <p><b>Why?</b><br/>Students will develop an in depth knowledge and understanding of language learning, exam technique and personal strategies to support their own learning. Learning should continue to be engaging, developmental and memorable whilst incorporating the four skill areas together with GCSE grammatical structures at both foundation and higher level and key GCSE thematic vocabulary.</p> |  |   |  |          |          |



In Modern Foreign Languages, students are provided with opportunities which allow students to access the full curriculum and be prepared for their future by developing the ability to read, write, speak and communicate effectively. These opportunities can be found in everyday teaching.