

Modern Foreign Languages

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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	Topic: Compass points, locations, types of town and descriptions, places in town, activities to do in town, directions, town vs countryside, town in the past, ideal town, environmental issues.	Students will: Acquire grammatical terminology such as 'infinitive', 'tenses' etc which are explicitly taught and referred to throughout the KS3 course, as the Year 8 course seeks to build upon the knowledge and skills acquired in Year 7. Be fully introduced to the past time frames and to the full conjugations of key verbs in all time frames. Use prepositions correctly. Begin to introduce clauses into their work e.g. where you can... Develop their skills to be able to use, understand and produce increasingly longer sentences and passages.
Autumn Term 2	Topic: Environmental issues and solutions General customs and festivals.	Students will: Revisit all three time frames, present, past and future are considered in greater depth. Understand the use of Modal verbs i.e you must, you can etc. See how the English passive voice is translated. Due to the spiral nature of the curriculum, all skills and grammatical concepts covered in Year 7 are revisited and practised, for example giving justified opinions, using adjectival agreement.

Spring Term 1	Topic: Countries, destinations, transport, accommodation, holiday activities, weather.	Students will: Revise the present tense and nouns and genders in line with the spiral curriculum. Develop their skills to be able to use, understand and produce increasingly longer sentences and passages to inform and narrate their opinions.
Spring Term 2	Topic: Holidays in the past and future, holiday problems.	Students will: Consolidate and expand their knowledge of the simple past tense and near future tense, using them effectively to narrate about holidays. Consolidate a sound knowledge of the Simple future tense. Develop their skills to be able to use, understand and produce increasingly longer sentences and passages to recount their experiences in a variety of tenses. Learn to use the Conditional tense with a Si/wenn (if) clause.
Summer Term 1	Topic: Types of food, cuisine, mealtimes, restaurants, menus, previous eating habits compared to now, healthy living, diet.	Students will: Revisit the Imperfect tense to be able to contrast between then and now. Learn to use impersonal verb constructions. Acquire transactional skills of ordering food in a restaurant.
Summer term 2	Topic: Parts of body and face, illnesses and injuries, remedies, doctor/pharmacy visits, healthy living, sports and fitness, advice, future plans for healthy living.	Students will: Learn how to say what hurts and what illnesses they have and be able to receive information which will help them find solutions The near future tense will be revisited.
Homework: The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of listening, speaking, reading, writing and translation. Students are issued with a homework booklet and homework is set once a week through Bromcom normally taking the form of some of the following: • Reading comprehension exercises • Vocabulary learning • Grammar consolidation • Written tasks • Research		
Assessment: Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work.		

Aside from the two assessment points (detailed below), MFL will conduct low stakes individual student speaking tests at chosen points in the year (whenever is deemed most suitable across the academic year) to facilitate student's phonics and pronunciation practice and to prepare them from an early stage in their language learning for the formal speaking exams which form part of the GCSE examination at the end of Key stage 4.

Assessment Point 1 – listening, reading and writing

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

Assessment Point 2 – listening, reading and writing

All topics covered in Y8 and those covered in Y7 too

Links to Personal Development:

Students will learn mutual respect and tolerance and develop an understanding of other cultures, which in turn will increase their social and cultural development, enabling them to become global citizens who fully appreciate the cultural capital they receive in MFL lessons. Their resilience develops as challenge builds and pair and group work facilitates moral and social development.

How is my knowledge further developed in Year 9?

Phonics and pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 9, so that the students are able to develop further understanding of the key principles of learning a language, whilst tackling new topics and further developing their comprehension and communication skills.