

SCA – MFL Overview 2021-22

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Curriculum Sequencing KS3

In KS3 students learn functional language and develop competency in all four skills (Listening, speaking, reading and writing). They learn how to give opinions across a range of topics and talk about past events and future plans.

Curriculum Sequencing KS4

We follow the AQA curriculum which we enhance with Kerboodle and Active Learn to ensure all relevant language and skills are covered. Students build upon KS3 knowledge and further develop proficiency in the four skills.

Year Group		HT1	HT2	HT3	HT4	HT5	HT6	Curriculum opportunities, cultural awareness and representation.
7	Content	The Basics Greetings Introductions Numbers School objects Free time and weather	Mi familia y yo Pets and colours Siblings Family members Descriptions of character Physical descriptions	Mi instituto School subjects Opinions and justifications Teachers Places in the school Talking about break and lunch time	Mi instituto (continued) Saying what you do after school Making future plans Donde Vivo House Bedroom	Donde Vivo (continued) Places in the Town/ city Saying what you can do in your town/ city.	Revision of key language and skills in preparation for end of year assessments. Reteaching of key language and skills identified in assessment QLA. Cultural topic- Una fiesta	Students are given a basic introduction to the Spanish speaking work. We also reinforce the importance of language learning and provide students with an insight into different career opportunities. We endeavour to represent all students in our curriculum and thus when teaching family, we ensure that all types of families are represented, and a range of nationalities are taught. Within the school topic, we aim to teach subject names that are relevant to SCA and reference the academy when describing our school. When teaching the Donde Vivo topic, we ensure that all types of dwellings are included and make reference to the local area.
	Notes	Students learn basics and how to introduce themselves in Spanish. They are introduced to number agreement, articles and the concept of masculine and feminine nouns. Chunks of language are mainly short at this stage.	In this topic students learn about adjectival agreement and number agreement is reinforced. Students start to produce longer chunks of language to describe themselves and others. They build upon prior language to They are working towards extended writing (30-50 words).	Opinions are seen in more detail with an emphasis on opinion verbs in the 3 rd person singular and plural. Descriptions of teachers revisits family descriptions in HT3.	Students see more free time activities and begin to express future plans. In the Donde Vivo topic, adjectival agreement is revisited Prepositions of place introduced	Students use the verb 'hay' to talk about what there is and isn't in their town. Students will learn to use the impersonal structure Se puede and use the conditional to express future wishes and desires.	QLA of assessments will determine which skills and topics should be revisited before the end of the year.	
8	Content	Las vacaciones Destinations Opinions Activities Past/ future holidays	Mi tiempo libre Including sports, general free time language and giving opinions TV Cinema Clothes and shopping	Mi estilo de vida Morning routine Evening routine Describing a day in the past Saying how you would change your routine. Food and healthy living	Mis estudios y el futuro Talking about a typical school day Describing your school. School rules and opinions on school rules.	Mis estudios y el futuro (continued) Jobs and work Future plans relating to work.	Revision of key language and skills in preparation for end of year assessments. Reteaching of key language and skills identified in exam QLA.	In the holiday topic, we ensure that a range of different holiday types are covered including staying in England. We also aim to expose students to the types of holidays that others may experience in other settings. Within the lifestyle topic, we teach students language to describe both healthy and unhealthy lifestyles. The Mis estudios y el futuro topic we teach vocabulary for different careers and jobs as well as future study such as university. We use this as an opportunity to reinforce careers linked to languages such as a translator or lawyer and take the chance to explain to students how languages are taught at A-level and university.
	Notes	Students see the past tense for the first time in this module. They learn to narrate in the past. They also revisit the conditional to say where they would like to go on holiday	Students build upon the basic free time language seen in year 7. They continue to develop their use of opinions and recycle future and past tense language.	Students use reflexive verbs for the first time to describe their daily routine. They learn how to use these verbs in the past tense and use the conditional tense to express what they would like to change about their routine.	Students will build upon school language seen in year 7. They will revisit time for consolidation and learn to describe their school in more detail. They will use new verbs to say what they should (n't) and must (n't) do.	Students learn to talk about what career they would like to have in the future. They will also learn to say what jobs/ careers others have.	QLA of exams will determine which skills and topics should be revisited before the end of the year.	
9	Content	Familia y relaciones Friends family and future relationships. Activities with family and friends.	De costumbre Food Key festival language Narrating a past celebration. Expressing a festival, you would like to take part in Looking at how Spanish speaking countries celebrate Christmas.	Una región Basic geography and facts Places and activities of interest Describing your town/ city in the past. Opinions and comparisons between countries and cultures.	Una región (continued) Shopping Expressing where you would like to live. Nuestro Mundo Environmental issues. Rights and responsibilities.	Nuestro Mundo (Continued) Rights and responsibilities. Charity and volunteering.	Revision of key language and skills in preparation for end of year assessments. Reteaching of key language and skills identified in exam QLA. Spanish film topic.	In the first module, again to represent all students in our curriculum and thus when teaching family, we ensure that all types of families and family relationships are represented. In the De costumbre topic, we use this as an opportunity to enhance students' awareness and understanding of celebrations in other cultures. Students will have the opportunity to talk about traditions that are celebrated in their own cultures. In the Una region topic, students learn about the differences between 2 different Spanish speaking countries. In the Nuestro mundo topic, students have the opportunity to express what they should do to help the environment. They also have the opportunity to talk about what rights and responsibilities they have as young people.
	Notes	Family and descriptions of others revisited from year 7. Students learn to use different verbs to talk about relationships with others.	Students revisit food language and reflexive verbs from year 8. They build upon and use this language to talk about festivals and celebrations in three time frames.	Students revisit language about where they live. They begin to use the imperfect tense to say what their town used to be like. They make comparisons between different countries and cultures.	Students learn how to use language to buy items in a shop. They also learn how to express what they bought using the past tense. They see language to describe environmental concerns for the first time and begin to talk about what rights they have as a young person in our society.	Students talk about rights and responsibilities that they have as young people. They talk about how they would like to help others in the future.	QLA of exams will determine which skills and topics should be revisited before the end of the year. Rights and responsibilities moved to after exams.	
10	Content SPANISH	Theme 1: Unit 1 Family and relationships	Theme 1: Unit 2 Technology	Theme 1: Unit 3 Free time	Theme 2: Unit 5 House, home and neighbourhood	Theme 1: Unit 4 Customs, traditions and beliefs	Revision of key language and skills in preparation for end of year exams Reteaching of key language and skills identified in exam QLA.	Assessment January - listening, reading and writing. Speaking mock to be timetabled separately.

	Notes	The KS4 curriculum builds upon and mirrors the knowledge, language and skills developed at KS3. Family, technology, free time and house, home and neighbourhood are completed first as these topics are most familiar to students. The customs and traditions topic has been seen in year 9, but students will be exposed to a larger variety of Hispanic festivals. They will practise all four skills across the topics which will prepare them for speaking, listening, reading and writing exams in year 11.				QLA of exams will determine which skills, topics and linguistic competencies should be revisited before the end of the year.	March- listening, reading and writing. Speaking mock to be timetabled separately.	
11	Content FRENCH	Theme 3: Unit 9-12 School and future plans Work and future employment	Theme 2: Unit 6 and 7 Environmental issues Social issues	Theme 2: Unit 6 Healthy living Theme 2: Unit 8 Holidays	Preparation for speaking exams	Revision and assessment of Themes 1, 2 and 3.		Mocks November - listening, reading and writing. Speaking mock to be timetabled separately. June - listening, reading and writing. Speaking mock to be timetabled separately.
	Notes	In year 11, students begin with the school and future plans topic. This gives them the opportunity to revisit opinion language and adjectival agreement, narrating in the past and expressing future wishes in a familiar context. Students are then exposed to the most challenging topics of the GCSE course (environmental and social issues and healthy living). The students will finish the course with the holiday topic which again gives them the opportunity to revise and revisit a range of linguistic competencies within a familiar context. Once all content has been taught, students will prepare for the speaking exam and begin revising for the external GCSE exams.						

MFL Department Improvement Priorities

Priority 1

To ensure that all students in both key stages make substantial progress.

Staff	Target	Actions with costings	Milestones
	<p>Students in Y11 French make substantial progress from the end of year 10 to maintain the proportion of students achieving 4+ and 5+ and improve proportion of students achieving 7+.</p>	<ul style="list-style-type: none"> - Key students identified and shared with teachers. These students will be discussed regularly in line management and department meetings. - Robust QA of student work and attitude with regular communication with parents. - Intervention to focus on key skills identified from the end of year QLA. Appropriate staffing to be applied to different intervention groups to ensure maximum progress (JPE (Higher Tier and HPA students, KHU (PP girls), WMU (MPA boys). - Language assistant deployed effectively to work with targeted groups of students to improve confidence in speaking and listening. - Continue with interleaved assessment strategy to identify subject areas for improvement throughout the year rather than just at mock exams. - Listening and speaking to be taught weekly to build confidence in these skill areas. LGA (language assistant) to work closely with students to improve these skills from October). - Homework- set weekly to consolidate key language. Knowledge of language to be tested in subsequent lessons to identify 	<ul style="list-style-type: none"> - September baseline used to inform and plan for progress. - Nov mock results demonstrate improvements in key groups of students. - BIG Writes demonstrate improvements in key groups of students. - March mock results demonstrate improvements in key groups of students.
	<p>We ////////// that by the end of KS3 students are confidence linguists who are empowered to read and pronounce words accurately.</p> <p>We hope that students feel confident to make mistakes in the classroom and learn from these.</p> <p>Students will be able to write accurately, reproducing high frequency chunks of language using both written and spoken skills.</p>	<ul style="list-style-type: none"> - Speaking and listening built into each lesson to build confidence in these skill areas and improve student's resilience. - - Aspire- used as a tool to promote love of language learning and to broaden student's awareness of other cultures. - Homework set weekly using Seneca platform for consolidation. Flipped learning homework tasks will focus on cultural aspects to engage students before topics are taught, and to give them prior cultural knowledge to build confidence. - Careers- Tangible examples given where appropriate in lessons to emphasise the importance of language learning, 	<ul style="list-style-type: none"> - Weekly learning walks to monitor engagement in lessons. - Work scrutiny. - Student voice at the end of each half term. - BIG Writes and the end of modules demonstrate improvements in key groups of students. - Summer assessment results demonstrate improvements in key groups of students.

		<p>the reasons why we learn a language and where languages can take you.</p> <ul style="list-style-type: none"> - Engagement- through quality first teaching, structuring learning, questioning, modelling, scaffolding, targeted circulation, not cognitively overloading, interleaved retrieval. 	
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Priority 2
To deliver high quality, inspiring teaching that supports and challenges every student to achieve their best.

Staff	Target	Actions with costings	Milestones
	<p>To improve the quality of students' independent, extended writing:</p> <ul style="list-style-type: none"> - In BIG WRITE pieces, extended responses and assessments - Extended writing is well structured, detailed and accurate using appropriate language and key linguistic competencies. 	<ul style="list-style-type: none"> - Increase opportunities in class to develop language building skills. Frequent practice of new structures, key language and syntax in a variety of ways that leads to students being able to recycle and manipulate language independently. - Increased opportunities for independent planning of extended writing. - Feedback to focus on aspects of extended writing as well as theoretical accuracy. - Increased opportunities for student reflection/self-assessment. - Adoption of the whole school BIG WRITE assessment system to monitor performance. 	<ul style="list-style-type: none"> - Analysis of BIG WRITE performance. - Half-termly work scrutiny to focus on the structure of extended writing. - End of unit assessment: analysis of BIG WRITE
	<p>To improve students' confidence in speaking and listening skills:</p>	<p><u>Listening</u> Low stakes listening tasks built into all lessons to increase student exposure to the Target Language. A variety of tasks reusing the same key language to build and develop confidence and avoid cognitive overload. -Use of Target Language by teachers in class to increase students' exposure to the language.</p> <p><u>Speaking</u> Develop confidence in speaking skills through embedded, consistent oracy practice in the classroom.</p> <p><u>Speaking and Listening</u> -Opportunities for pair work as part of the 'we do phase of the lesson' Ample opportunity for independent practice of skills. -French language Assistant used in year 11 to give students opportunity to listen to native speaker first-hand, and to develop speaking skills in a small group setting.</p>	<ul style="list-style-type: none"> - Weekly Learning walks and half termly QLA to monitor delivery and impact of planning for and teaching of these skills. - Assessment points.

Priority 3

To ensure that all students in both key stages have access to high quality curriculum provision and catch-up provision.

Staff	Target	Actions with costings	Milestones
	Diverse and Inclusive curriculum which is a vehicle for ensuring every student regardless of background or circumstance achieves the grades and develops the character which opens the door for future choices.	<ul style="list-style-type: none">- Pre and post-mortem of spring SOW and topics in Autumn to revisit and ensure maximum impact for students.- SOW is planned and revisited to ensure representation of all students.- Identify opportunities to celebrate and promote cultural events (such as European Day of Languages) across subject curriculum and tutor time.- Ensure that curriculum challenges Eurocentric ideologies and gives students the opportunity to see a diverse range of cultures and races in the Hispanic and Francophone world.	<ul style="list-style-type: none">- Pre and post-mortem of topics identifies opportunities for cultural awareness- Student voice indicates that every child can see themselves in our curriculum and provides opportunities to take them beyond their immediate experience.- Work Scrutiny demonstrates opportunities for students to explore a range of language and culture.
	Catch up and intervention is carefully planned and implemented, resulting in maximum engagement of students in different skill areas. Students make measurable improvements in their retention of language and skills enabling to recycle, manipulate and interleave this language across topics.	<ul style="list-style-type: none">- Baseline assessment for year 11 in September to identify key groups of students to be targeted in lessons and in intervention.- Targeted tuition using Language Assistant.- French specialist (JPE) deployed to target HPA students.	<ul style="list-style-type: none">- Tuition and intervention is well attended.- Assessment of speaking and listening skills demonstrate an improvement.- QLA's robustly demonstrate improvement in Year 11/ Year 10 topic assessments and skills.- Baseline assessment comparison is used to demonstrate improvement in knowledge and skills that are taught during additional tutoring.