

Curriculum Map MFL 2019/2020

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Year 7	Term 1	Term 2	Term 3
	"Who am I am?"	"Where am I from? "	"Where do I learn?"
	Describing myself Key information about myself (name, age, where I live, birthday...) Physical description (hair, eyes, height) Personality Family & Animals <i>Assess: MCT</i>	Describing where I am from: My nationality My area My house and my room <i>Assess: MCT</i>	Describing my school Subjects and opinions Teachers and facilities Timetable and daily routine <i>Assess: MCT</i>
	Intent To broad horizons To develop/encourage cultural perspectives To promote cultural capital.	Implementation Homework booklet- cultural section/teach to your parents' section Introduction to languages and culture. To encourage languages to the whole school community. SOW- KS3 to begin to work on exam questions type. Regular Feedback- verbal and written Use of IT in the form of Linguascope, Youtube, Memrise	Impact Increased engagement through homework tasks, open evening, praise in in the form of postcards and certificates. Fostering of independence and organisation skills. Cultural curiosity in pupils Allow faster progress, astute adjustment in teaching and student accountability.

Year 8	"What do I like to do in my free time?" Describing my hobbies Sports Free time activities Give opinions and justify each opinion with a reason Cinema and television Role of technology in everyday life <i>Assess MCT</i>	"What where I live is like?" Countries and cities Describing my area Opinions about my town Places in town Location Directions <i>Assess MCT</i>	"What do I eat and drink at home, at school and out?" Asking and paying for food Say what I eat at home, school and out + talk about different meals Types of food I like and dislike and why Paying for food Ordering in a restaurant and booking a table <i>Assess MCT</i>
	Intent To broad horizons To develop/encourage cultural perspectives To promote cultural capital. To understand that languages open doors	Implementation Homework booklet Regular Feedback- verbal and written Use of IT in the form of Linguascope, Youtube, MEMRISE. Additional contact time in Year 8 from 4 hours fortnightly to 5 hours Flipped Learning tasks where students teach peers/parents	Impact Students motivated to speak Spanish to prepare for real life situations. Students understand the different skills necessary when learning a language. More rapid progress due to additional lessons. Greater vocab base with MEMRISE and Quizlet (ICT)

Year 9	"Where did I go on holiday?"	"What is my school life like?"	"How do I help out?"
	Describing holidays (past, present, future) Travelling Destinations Accommodation Assess MCT AQA exam style reading, listening and writing	Discussing day to day life Teachers Rules and uniform Daily activities Assess MCT AQA exam style reading, listening and writing Speaking 10 questions on topic	Identifying opportunities to gain work experience Chores Wex Part time jobs Assess MCT AQA exam style reading, listening and writing
	Intent To develop the ability to use language effectively for communication. To offer insights into the culture and civilisation of other countries combating xenophobia and broadening horizons. To develop pupils' understanding of themselves, their own language and culture.	Implementation Year 9 Scheme of Work tightly linked to GCSE Specification from AQA Links made with GCSE expectations for students to understand GCSE Target language expectations in the classroom ICT: Memrise and Quizlet and Youtube for more independent learning. Marking of longer written pieces with detailed and individual feedback. Non-marking of book note taking due to age and ability of students.	Impact Change of perception and status of MFL amongst pupils and teachers Promotion of independence and revision for exams Pride in their written work. Expectation of exam length texts More confidence in speaking and listening exam Clear understanding of exam format and strategies for success. Rise in the number of students opting for GCSE Spanish in Year 10.

GCSE	"What interests me?"	"what is/was my town like?"	"What is my place in my family and in the world?"
	Technology Entertainment (films, music, books and TV) Sport and hobbies Free time Giving complex opinions and reasons and other people's opinions.	Home, town and neighbourhood Description of town (past) Description of town (present) Where I would like to live (conditional)	Me, my family and friends Relationships and family Helping at home Pocket money (earning/spending) Jobs in the family Places of work Future ambitions and career paths WEX
	Intent To promote learning skills useful in other areas – analysis, logic, memory. To support literacy objectives in English.	Implementation GCSE SoW tightly linked to GCSE Spec from AQA Target language expectations in the classroom ICT: Memrise and Quizlet and You tube for independent learning. Marking of longer written pieces with detailed and individual feedback. Non-marking of book note taking due to age and ability of students. Use of WTM to develop students' ability to perform in GCSE exams P6 available most evening	Impact Change of perception and status of MFL amongst pupils and teachers Promotion of independence and revision for exams Pride in their written work. Expectation of exam length texts More confidence in speaking and listening exam Clear understanding of exam format and strategies for success. Improved exam results.
	"What do I want to be in the future?"	"How can I make a better world?"	
	Ambitions Jobs and professions Earning money Applying for a job	Environment – impact of travelling Social issues Healthy lifestyle Future plans	

