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Curriculum Overview

Subject	Year 10 Modern Foreign Languages (MFL)
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
<p>MFL Curriculum intent:</p>	<p>Our curriculum is designed to foster linguistic competence and disciplinary literacy by immersing students in diverse languages and cultures. This approach broadens their perspectives and enhances their ability to communicate effectively in a global context. The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. This is achieved by focusing on rigorous academic standards, fostering a growth mindset, and encouraging students to reach advanced levels of language proficiency.</p> <p>Quality First Teaching (QFT) in Modern Foreign Languages (MFL) involves inclusive, high-quality instruction with clear objectives, engaging methods, active learning, differentiation, ongoing assessment, high expectations, and cultural integration. This ensures the use of the target language extensively and supports continuous teacher development. An eclectic and evidence-based MFL curriculum combines diverse, research-supported methods to cater to various learning styles, ensuring effective language acquisition and continuous refinement for enhanced student engagement and proficiency.</p> <p>Our curriculum fosters curiosity by exposing students to diverse cultures and languages, developing fluency through immersive, practical language use, and enabling effective communication. It is fluid, adapting to students' needs and incorporating contemporary resources and methodologies to ensure dynamic and engaging language learning experiences. By setting high expectations, our curriculum challenges students to achieve their full potential and inspires confidence, resilience, and a lifelong love of learning.</p> <p>Furthermore, our curriculum builds cultural capital by encouraging curiosity and compassion through exposure to diverse cultures and languages. It promotes courage in communication and practical language use, developing students' fluency and appreciation for global perspectives. By instilling moral obligations and values, our curriculum promotes understanding and respect for diverse cultures and languages, motivating students with a sense of global responsibility and ethical engagement.</p>



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In conclusion, our curriculum aims to liberate students from insularity by cultivating linguistic competence and broadening their perspectives, equipping them with the skills to communicate effectively in a global context. This holistic approach ensures students are well-prepared for the challenges of the modern world, fostering their growth as confident, resilient, and ethically engaged global citizens.

Threshold concepts, defined as potentially powerful transformative points in the student's learning experience, are central to our curriculum. These 'jewels in the curriculum' identify key areas that need mastery and are mastered through repeated sequencing, allowing students to apply these concepts in different contexts. Sequencing threshold concepts over the journey of the curriculum helps students to make progress and incorporate new knowledge into their long-term memory by chunking material into meaningful schemata, stories, or concepts.

Grammar and Vocabulary:

- **Understanding and using tenses:** Identify and use tenses or other structures that convey the present, past, and future. (TC1)
- **Manipulating key grammatical structures:** Use and manipulate a variety of key grammatical structures and patterns, including voices (active/passive) and moods (indicative, subjunctive, imperative), as appropriate. (TC2)
- **Developing a wide-ranging vocabulary:** Develop and use a wide-ranging and deepening vocabulary that extends beyond immediate needs and interests. This enables students to express and justify opinions and participate in discussions on broader issues. (TC3)
- **Applying accurate grammar, spelling, and punctuation:** Use accurate grammar, spelling, and punctuation in both written and spoken language to communicate effectively and coherently. (TC4)

Threshold
Concepts
(TCs) for MFL:

Linguistic Competency:

- **Listening for information and appropriate response:** Listen to a variety of forms of spoken language to obtain information and respond appropriately. (TC5)
- **Accurate transcription:** Transcribe words and short sentences heard with increasing accuracy. (TC6)
- **Initiating and developing conversations:** Initiate and develop conversations, coping with unfamiliar language and unexpected responses, and using important social conventions such as formal modes of address. (TC7)
- **Expressing and developing ideas clearly:** Express and develop ideas clearly and with increasing accuracy, both orally and in writing. (TC8)
- **Speaking coherently and confidently:** Speak coherently and confidently, with increasingly accurate pronunciation and intonation. (TC9)
- **Reading and comprehending various materials:** Read and show comprehension of original and adapted materials from different sources, understanding the purpose, important ideas, and details, and providing accurate English translations of short, suitable material. (TC10)
- **Engaging with literary texts:** Read literary texts in the language, such as stories, songs, poems, and letters, to stimulate ideas, develop creative expression, and expand understanding of the language and culture. (TC11)
- **Writing prose and creative expression:** Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. (TC12)









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<p>KS4 MFL Program of Study summary:</p>	<p>The KS4 MFL Program of Study enables students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of MFL at GCSE also broadens students' horizons and encourages them to step beyond familiar cultural boundaries and develop new ways of seeing the world. It is cumulative and progressive in both content and language and takes account of the matters, skills and processes specified in the National Curriculum for KS2 and KS3. It builds on the foundation of core grammar and vocabulary of KS3 by increasing the level of linguistic and cognitive demand.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy • express and develop thoughts and ideas spontaneously and fluently • listen to and understand clearly articulated, standard speech at near normal speed • deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts • acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken • be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment • develop language strategies, including repair strategies 					
<p>Learner skills:</p>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
	<p>Term 1 Aug - Term 2 Dec</p>	<p>Term 3 Jan-Feb</p>	<p>Term 4 Mar-Apr</p>	<p>Term 5 Apr-May</p>	<p>Term 6 Jun-Jul</p>	



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The Big Question	Year 10: ¿Puedes hablarme de tus vacaciones, las fiestas españolas, tu pueblo, y tu vida? <i>Can you tell me about your holidays, Spanish festivals, your town, and your lifestyle?</i>				
Big picture questions:	Composite 1: ¿Te gustan las vacaciones? <i>Do you like holidays?</i>	Composite 2: ¿Cuáles son las fiestas en el mundo hispanohablante? <i>What are the festivals of the Spanish-speaking world?</i>	Composite 3: ¿Cómo es tu pueblo? <i>What is your town like?</i>	Composite 4: ¿El medio ambiente está en peligro? <i>Is the environment in danger?</i>	Composite 5: ¿Qué es una vida sana? <i>What is a healthy lifestyle?</i>
Content (Linked to TCs):	<p>¿Adónde vas de vacaciones normalmente? <i>Where do you normally go on holiday?</i> Discussing types of holidays in the present tense, re-capping regular present tense verb conjugations, expression opinions and justifications (TC1-12).</p> <p>¿Cómo es el tiempo? <i>What is the weather like?</i> Applying irregular verbs in the present tense, applying weather phrases to our creative writing about holiday preferences (TC1-12).</p> <p>¿Adónde fuiste el año pasado? <i>Where did you go last year?</i> Discussing types of holidays in the preterit tense, introducing the irregular preterit tense and applying writing strategies (TC1-12).</p> <p>¿Cómo era? ¿Había algún problema? <i>How was it? Were there any problems?</i> Introducing the imperfect tense, describing holidays combining tenses and discussing issues and problems (TC1-12).</p> <p>¿Adónde irás el año que viene? <i>Where will you go next year?</i> Discussing types of holidays in the future tense, introducing the irregular future tense and applying writing strategies (TC1-12).</p>	<p>¿Qué fiestas hay en España? <i>What festivals are there in Spain?</i> Discussing different festivals in Spain, focussing on the 3rd person of the present tense, reading for gist and applying comprehension strategies (TC1-12).</p> <p>¿Qué fiestas celebran en el mundo hispanohablante? <i>What festivals do they celebrate in the Spanish-speaking world?</i> Discussing different festivals in Spanish-speaking countries, comparing festivals and re-capping comparison structures (TC1-12).</p> <p>¿Qué celebraste el año pasado? <i>What did you celebrate last year?</i> Using the preterit tense, describing festivals and events using the preterit and imperfect tense and inferring meaning from a literary text (TC1-12).</p> <p>¿Te gustaría participar en una fiesta hispánica? <i>Would you like to participate in a Hispanic festival?</i> Introducing the conditional tense to describe a festival you would like to participate in (TC1-12).</p>	<p>¿Dónde vives? <i>Where do you live?</i> Describing types of houses and your local area using the present tense and reinforcing adjectival agreement (TC1-12).</p> <p>¿Qué hay en tu pueblo? <i>What is there in your town?</i> Discussing places in your town using the imperative to re-cap and give directions (TC1-12).</p> <p>¿Qué se puede hacer en tu pueblo? <i>What can you do in your town?</i> Using the 'se puede + infinitive' structure to talk about the features in your region (TC1-12).</p> <p>¿Cuáles son los aspectos positivos y negativos de tu región? <i>What are the positive and negative aspects of your region?</i> Applying comparatives to discuss problems and possible solutions in our region and understanding antonyms (TC1-12).</p> <p>¿Cómo era tu pueblo y cómo lo mejoraron? <i>What was your town like before and how did it improve?</i> Combining past tenses to describe our town in the past and its improvements, using singular and plural comparatives (TC1-12).</p>	<p>¿Cuál es el problema global más serio? <i>What is the most serious global issue?</i> Discussing global issues affecting the planet using the superlatives for emphasis (TC1-12).</p> <p>¿Qué deberías hacer para mejorar el planeta? <i>What should you do to help the planet?</i> Expressing opinions and solutions to protect the planet, using 'se debería + infinitive' structure and the re-capping the conditional tense (TC1-12).</p>	<p>¿Qué comes y qué bebes? <i>What do you eat and drink?</i> Re-capping the present tense to discuss food and drink (TC1-12).</p> <p>¿De qué consiste una dieta sana? <i>What does a healthy diet consist of?</i> Understanding the benefits of a healthy diet and recognising the food pyramid (TC1-12).</p> <p>¿Qué malas cosas hacías en el pasado? <i>What bad habits did you have in the past?</i> Discussing our lifestyle and habits now to bad habits in the past by combining the present and imperfect tenses (TC1-12).</p>



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Vocabulary Instruction:	Vocab list: <u>¿Te gustan las vacaciones?</u>		Vocab list: <i>¿Cuáles son las fiestas en el mundo hispanohablante?</i>	Vocab list: <i>¿Cómo es tu pueblo?</i>	Vocab list: <i>¿El medio ambiente está en peligro?</i>	Vocab list: <i>¿Qué es una vida sana?</i>
Assessment:	KLT 1: <i>¿Adónde fuiste el año pasado?</i>	KAT 1: <i>¿Te gustan las vacaciones?</i>	KLT 2: <i>¿Cuáles son las fiestas en el mundo hispanohablante?</i>	KAT 2: <i>¿Cómo es tu pueblo?</i>	KAT 2: <i>¿El medio ambiente está en peligro?</i>	KLT 3: <i>¿Qué es una vida sana?</i>
Sequencing:	<p>We begin the GCSE course in Year 10 with the topic of holidays, which allows the students to explore their own potential travel plans through talking about Hispanic tourist destinations. This topic also neatly introduces the two past tenses and when to use them, as well as consolidating knowledge of the present and future from Year 9. Students are encouraged to develop and justify their work throughout out the GCSE course and this topic neatly lends itself to extending their productive responses. This is followed by a further exploration of cultures, identity and tradition in the 'Fiestas en el mundo hispánico' (Festivals in the Spanish world) topic. Students study a range of traditions across the Spanish-speaking world, building their cultural capital, and discuss the celebrations of their own culture, as well as exploring festivals they would like to participate in. This topic also introduces the conditional tense, which is the last of the core tenses for all students at GCSE and are recycled and developed across all of the remaining topics. In Spring, we move on to the topic of town and local area, including description of what the area was like in the past and improvements they would like to make (if they could). This ties neatly into the next topics of global and social issues, such as the environment, poverty, homelessness and how our actions impact on the world around us. Students are again exposed to content which develops them as a global citizen and considers their personal impact on the world around them.</p>					
National Curriculum plus:	<p>The MFL curriculum incorporates diverse cultural activities, such as festivals and virtual exchanges, and organizes immersion trips to deepen students' understanding of the language's countries. It teaches an extended range of vocabulary and complex grammatical structures, using authentic materials like literature and films. The curriculum integrates language learning with other subjects through cross-curricular projects and personalizes learning through differentiated instruction and independent projects. Technology is leveraged with apps and interactive software to enhance learning. Community engagement is fostered through language clubs, guest speakers, and workshops. The focus on communication includes real-life scenarios and debates, while ongoing formative assessments and peer and self-assessment develop critical thinking and self-reflection skills. By incorporating these elements, we can provide a richer, more engaging, and comprehensive language learning experience that goes beyond the standard requirements of the National Curriculum.</p>					