



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Year 11 Modern Foreign Languages (MFL)
<p><b>Vision statement:</b></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><b>MFL Curriculum intent:</b></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)

**KS4 MFL Program of Study summary:**

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.

*Pupils should be taught to:*

- 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

**Learner skills:**

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>Year 11: ¿Peux-tu parler de toi, communiquer en français, parler de ta santé, de tes loisirs et de la technologie, et pratiquer les stratégies d'examen? Can you tell me about yourself, your health, your hobbies and GCSE plans?</b>					
<b>Big picture questions:</b>	<b>Composite 1: Qui es-tu? Who are you?</b>	<b>Composite 2: Comment communiquer en France? How to communicate in France?</b>	<b>Composite 3: Qu'est-ce qu'une vie saine? What is a healthy lifestyle?</b>	<b>Composite 4: Les réseaux sociaux sont-ils positifs ou négatifs? Social media – are they positive or negative?</b>	<b>Composite 5: Exam skills and strategy</b>	
<b>Content (Linked to TCs):</b>	<b>Qu'est-ce qui fait ton identité? What makes you identity?</b> Describing yourself (and extended family), using possessive adjectives. Describing others and your hair and eyes, describing facial features, and personality applying verb conjugations with 'être' and 'avoir' and a variety of vocabulary to your creative writing (TC1-12). <b>Comment est ta relation avec ta famille? How is relationship with your family?</b> Describing relationships between family members and family friends, applying verb conjugations with 'être' and 'avoir' with different pronouns understanding more detailed descriptions (TC1-12).	<b>Quelle est ta routine quotidienne? What is your daily routine?</b> Discussin about yourself (and extended family), using frequency and reviewing reflexive verbs (TC1-12). <b>Qu'as-tu fait hier? What did you do yesterday?</b> Talking about hobbies and activities, using the imperfect tense in full, understanding stem-changing verbs and applying infinitive structures (TC1-12). <b>Puis-je réserver une chambre? Can I reserve a hotel room?</b> Describing a hotel room reviewing adjectives, reviewing key words/ expressions and adjectives the holiday topic (TC1-12). <b>Puis-je réserver une table? Can I reserve a table?</b> Discussing a meal reviewing key words/	<b>Est-ce que tu manges sainement? Do you eat healthily ?</b> Re-capping the present tense to discuss food and drink. Using adverbs of frequency. Understanding the benefits of a healthy diet and recognising the food pyramid (TC1-12). <b>Quelles étaient tes mauvaises habitudes dans le passé? What bad habits did you have in the past?</b> Discussing our lifestyle and habits now to bad habits in the past by combining the present and imperfect tenses. <b>Quel sport fais-tu? What sports do you do or play?</b> Discussing sports using the irregular verb 'faire' and regular verb 'jouer' applying justifications. Understanding the	<b>Comment utilises-tu la technologie? How do you use technology?</b> Discussing about the use of different of technology appliances, using the present tense in full, understanding stem-changing verbs and applying infinitive structures (TC1-12). <b>¿Pourquoi utilises-tu ton portable? What do you use your phone for?</b> Giving opinions and extended opinion phrases on the uses of your mobile phone. Recapping adverbs of frequency. (TC1-12). <b>Est-ce que tu utilises les réseaux sociaux? Do you use social media?</b> Discussing social medias, recycling adjectival agreement rules and applying opinion phrase in both singular and plural	Revision that responds to students' weaknesses in mock exams, exam practice and techniques Revision: Guided Writing Practice (Foundation/Higher) – Writing using multiple tenses Revision: Guided Listening Practice Revision: Developing Reading Skills Higher Revision: Past Papers and questions.	

	<p><b>C'est quoi l'amitié, pour toi?</b> <i>What is friendship, for you?</i> Describing your (best) friends, 'être' and 'avoir' with different pronouns, applying more detail to your descriptive writing. Discussing what makes a good friend and what an ideal friend should be, developing descriptive writing skills(TC1-12).</p> <p><b>Comment étais-tu quand tu étais petit?</b> <i>What were you like when you were little?</i> Describing yourself (and extended family), in the past, applying verb conjugations with 'être' and 'avoir', and other key verbs for daily life actions (manger) and/or hobbies, and use opinions (TC1-12).</p> <p><b>Quelle est la personne que tu admires?</b> <i>Who do you admire ?</i> Describing someone you admire and would like to meet and/or to be like. Using the Present tense and/or Conditional mood. Giving opinions and extended opinion phrases (TC1-12).</p>	<p>expressions and adjectives from the holiday topic (TC1-12).</p> <p><b>Est-ce que je peux essayer les vêtements?</b> <i>Can I try on the clothes?</i> Talking and describing clothes you wear reviewing colour adjectives, reviewing key words/ expressions and adjectives. Forming the verbs 'porter' in the present tense and applying opinion phrase in both singular and plural (TC1-12).</p> <p><b>Aïe, j'ai mal! Vous pouvez m'aider?</b> <i>Ow, it hurts! Can you help me?</i> Learning body parts explaining what hurts and asking for help adjectives, reviewing key words/ expressions and adjectives. Forming the verbs 'avoir' and applying this verb conjugation in the present tense and applying opinion phrase in both singular and plural. Understanding 'J'ai mal' means 'it hurts' (= I have a pain...). (TC1-12).</p>	<p>benefits of practising sports (TC1-12).</p> <p><b>Que faisais-tu quand tu étais plus jeune?</b> <i>What did you do when you were younger?</i> Talking about hobbies and activities, reviewing and using the imperfect tense in full, understanding stem-changing verbs and applying infinitive structures (TC1-12).</p> <p><b>Que changerais-tu à l'avenir?</b> <i>What will you change in the future?</i> Talking about improving diet and lifestyle, using the conditional mood in full, understanding stem-changing verbs and applying infinitive structures. And, using singular and plural comparatives (TC1-12).</p>	<p>Giving opinions and extended opinion phrases on the uses of social medias. (TC1-12).</p> <p><b>Comment doit-on se protéger en ligne?</b> <i>How should you protect yourself online?</i> Expressing opinions and solutions to protect yourself on the internet, using modals (Il faut/ on peut/ on doit) + infinitives structure and the re-capping the present tense and conditional mood of modals (il faudrait/ on devrait/ on pourrait). Applying comparatives to discuss problems and possible solutions when using technology. (TC1-12).</p>		
<p><b>Vocabulary Instruction:</b></p>	<p>Vocabulary list: Qui es-tu?</p>	<p>Vocabulary list: Comment communiquer en France?</p>	<p>Vocabulary list: Qu'est-ce qu'une vie saine?</p>	<p>Vocabulary list: Les réseaux sociaux sont-ils positifs ou négatifs?</p>	<p>Vocabulary list: Exam skills and strategy</p>	



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<b>Assessment:</b>	KLT 1: <i>Qui es-tu?</i>	PPE 1 (4 Skills)	KLT 2: <i>Comment communiquer en France? Et, Qu'est ce qu'une vie saine?</i>	PPE 2 (4 skills)	GCSE EXAMS	
<b>Sequencing:</b>	<p>The Year 11 French curriculum builds on knowledge from KS3, emphasizing practical application through regular assessments. Grammar and vocabulary are sequenced through the curriculum by interleaving schemata, ensuring progressive language acquisition. Students revisit family vocabulary and link it to family relationships in 'Qui es-tu?' (<i>Who are you?</i>) focusing on discussing family issues and personality dynamics, make comparisons between their younger selves. They delve deeper into societal topics such as 'Comment communiquer en français?' (<i>How to communicate in French?</i>) developing the ability to answer questions /discuss and deliberate advantages and disadvantages and/or expressing opinions and concerns, and reviewing exam strategies to answer questions when speaking, enhancing students' ability to communicate their ideas effectively. Building on Year 10's "Qu'est-ce que tu penses des vacances?" (<i>What do you think about holiday?</i>) and "Quelles sont les fetes du monde francophone?" (<i>what the celebrations in the francophone world?</i>) , the 'Qu'est-ce qu'une vie saine?' (<i>What is a healthy lifestyle?</i>) topic introduces more complex vocabulary and grammar related to diet, leisure activities, emphasizing opinions and justifications whilst debates on what one must do to stay healthy fostering critical thinking. Finally, "Les réseaux sociaux sont-ils positifs ou négatifs?" (<i>Social media – are they positive or negative?</i>) topic allows students to discuss more leisure activities, and have an awareness of the negative aspects of using technology, but also showing them how to prevent them and staying safe online.</p>					
<b>National Curriculum plus:</b>	<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>					