



CURIOSITY

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Curriculum Overview

Subject	Year 7 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)

The [National Curriculum for MFL](#) aims to provide a balanced approach to spoken and written language, laying a strong foundation for further foreign language learning at Key Stage 3. It enables pupils to understand and communicate ideas, facts, and feelings in both speech and writing, focusing on familiar and routine matters using their knowledge of phonology, grammatical structures, and vocabulary. The focus of study in modern languages is on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

KS2 National Curriculum summary:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing

Learner skills:



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



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
The Big Question	Year 7: ¿Puedes hablarme de ti, tu familia, tus pasatiempos, una celebridad española que admires y una tradición mexicana? Can you tell me about yourself, your family, your hobbies, a Spanish celebrity you admire and a Mexican tradition?					
Big picture questions:	Composite 1: ¿Quién eres tú? Who are you?	Composite 2: ¿Cómo es tu familia? What is your family like?	Composite 3: ¿Cómo eres? What are you like?	Composite 4: ¿Qué haces en tu tiempo libre? What do you do in your free time?	Composite 5: ¿Quién es un famoso español? Who is a Spanish celebrity?	Composite 6: ¿Qué es una tradición mexicana? What is a Mexican tradition?
Content (Linked to TCs):	<p>¿De dónde eres? <i>Where are you from?</i> Recognising Spanish-speaking countries and their capitals, immersing yourself in Spanish language and culture, understanding word order (TC1/2/3/4/5)</p> <p>¿Qué tal? How are you? Greeting people and introducing yourself, understanding verb endings, developing your accent (TC1/2/3/4/5).</p> <p>¿Cuántos años tienes? How old are you? Learning numbers 1-31, introducing the verb 'Tener', improving listening skills (TC1/2/3/4/5).</p> <p>¿Cuál es tu número de teléfono? What's your phone number? Counting up to 100 in Spanish, forming Spanish numbers 31-100, forming a Spanish telephone number (TC1/2/3/4/5).</p>	<p>¿Cómo es tu familia? What's your family like? Describing your family, using possessive adjectives, saying if you have any siblings (TC1-6, TC8, TC10).</p> <p>¿Cuál es tu color favorito? What's your favourite colour? Learning colours, giving basic opinions, extending sentences with conjunctions (TC1-6, TC8, TC10).</p> <p>¿Tienes animales? Do you have any pets? Describing your pets and other animals, understanding adjective agreement and recognising gender and number of nouns (TC1-6, TC8, TC10).</p>	<p>¿Cómo eres? What do you look like? Describing your hair and eyes, describing facial features, using the verb 'Tener' in the present tense, identifying irregular verbs (TC1-10).</p> <p>¿Cómo es? What does he/she look like? Describing physical features, using the verb 'Ser' in the present tense, extending your descriptive writing (TC1-10,TC12).</p> <p>¿Cómo eres de carácter? What's your personality like? Describing personality traits, using adverbs of frequency, adding a variety of vocabulary to our writing and descriptions (TC1-10,TC12).</p>	<p>¿Qué tiempo hace? What's the weather like? Discussing types of weather, using 'if' and 'when' constructions, developing reading comprehension skills (TC1-12).</p> <p>¿Cuál es tu pasatiempo favorito? What's your favourite hobby? Talking about hobbies, using the regular present tense, using full verb conjugations and understanding infinitives (TC1-12).</p> <p>¿Eres deportista? Are you a sporty person? Talking about different sports, learning the verbs 'Jugar' and 'Hacer', using cognates to develop and increase vocabulary (TC1-12).</p> <p>¿Te gustan los deportes? Do you like sports? Giving detailed opinions about sports, adding justifications with 'porque' (TC1-12).</p>	<p>¿Quién es tu músico favorito? Who's your favourite musician? Identifying some famous Spanish musicians, using 'que' to extend your sentences, developing research skills, understanding Hispanic culture (TC1-12).</p> <p>¿Qué es 'La liga'? What is 'La liga'? Identifying some famous Spanish footballers, understanding the importance of football in Hispanic culture (TC1-12).</p> <p>¿Es baloncesto importante en España? Is Basketball important in Spain? Developing an understanding of the importance of Basketball in Hispanic culture (TC1-12).</p> <p>¿Qué es el deporte Pádel? What is the sport Pádel? Introducing the Hispanic sport 'Pádel', understanding the importance of sport in Hispanic and British culture (TC1-12).</p>	<p>¿Qué es 'el día de muertos'? What is the 'Day of the Dead'? Describing a Hispanic festival, identifying traditions and customs, making comparisons to British traditions (TC8, TC10, TC11, TC12)</p> <p>¿Quién es 'Frida Khalo? Who is Frida Khalo? Discussing the life of Frida Khalo, recognising famous artwork, understanding cultural and historical influences in art (TC8, TC10, TC11)</p>



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Vocabulary Instruction:	Vocabulary list: <u>¿Quién eres tú?</u>	Vocabulary list: <i>¿Cómo es tu familia?</i>	Vocabulary list: <i>¿Cómo eres?</i>	Vocabulary list: <i>¿Qué haces en tu tiempo libre?</i>	Vocabulary list: <i>¿Quién es un famoso español?</i>	Vocabulary list: <i>¿Qué es una tradición mexicana?</i>
Assessment:	KLT 1: <i>¿Quién eres tú?</i>	KAT 1: <i>¿Quién eres tú y tu familia?</i>		KLT 2: <i>¿Cómo eres?</i>	KAT 2: <i>¿Cómo es?</i>	
Sequencing:	<p>The Year 7 Spanish curriculum begins with "Global Spain," challenging stereotypes and introducing the broader Hispanic world. Students start by asking and answering questions about origins and identity, such as "¿De dónde eres?" and "¿Quién eres tú?" This foundation helps them articulate personal introductions and explore their own and others' heritage. By Spring 1, students describe personality, family, and physical attributes. In Spring 2, they discuss free time, hobbies, likes, and dislikes, learning various question words and vocabulary. Grammar and vocabulary are sequenced through the curriculum by interleaving schemata, ensuring progressive language acquisition. Opinion phrases are integrated throughout the year, culminating in Summer 2, where students confidently discuss Mexican traditions. Key verbs "tener" and "ser" are introduced early, enabling students to understand and manipulate verb conjugations for Year 8. By the end of Year 7, students can independently respond to key questions and express their opinions.</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>					