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Curriculum Overview

Subject	Year 8 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)

KS3 National Curriculum summary:	<p>The KS3 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 4. 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 preparing pupils to study and work in other countries.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied 					
Learner skills:	Critical thinking <small>CRITICAL THINKING</small>	Organisation <small>ORGANISATION</small>	Collaboration <small>COLLABORATION</small>	Adaptability <small>ADAPTABILITY</small>	Oracy <small>ORACY</small>	Self-quizzing <small>SELF QUIZZING</small>
	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 8: ¿Puedes hablarme de tu casa, tu ciudad, tu insti, tus planes para el futuro y una tradición española? <i>Can you tell me about your house, your city, your school, your future plans and a Spanish tradition?</i>					
Big picture questions:	Composite 1: ¿Cómo es tu casa? <i>What is your house like?</i>	Composite 2: ¿Cómo es tu ciudad? <i>What is your city like?</i>	Composite 3: ¿Cómo es tu instituto? <i>What is your school like?</i>	Composite 4: ¿Tienes planes para el futuro? <i>Do you have future plans?</i>	Composite 5: ¿Qué son las tradiciones españolas? <i>What are (some) Spanish traditions?</i>	



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<p>Content (Linked to TCs):</p>	<p>¿Cómo es tu casa? <i>What's your house like?</i> Describing types of houses, using the verb 'vivir' in the present tense (TC1-10).</p> <p>¿Qué hay en tu casa? <i>What's in your house?</i> Describing rooms in the house, using the definite article (TC1-10).</p> <p>¿Qué hay en tu habitación? <i>What's in your bedroom?</i> Describing furniture in your bedroom, using prepositions of place with the verb 'estar' (TC1-10).</p> <p>¿Cómo ayudas en casa? <i>How do you help at home?</i> Describing household tasks and chores, developing our understanding of adverbs of frequency, forming questions, using the 2nd person in the present tense (TC1-10).</p>	<p>¿Dónde vives? <i>Where do you live?</i> Describing the area where you live, using 'es' and 'está' from the verbs 'ser' and 'estar' and understanding the differences, developing our comprehension skills to work out unfamiliar language (TC1-10).</p> <p>¿Qué hay en tu ciudad? <i>What's in your city?</i> Describing places in your town and city, using 'hay' with singular and plural nouns, developing translation skills (TC1-10).</p> <p>¿Adónde vas en tu ciudad? <i>Where do you go in your city?</i> Describing where you go in your town or city, using 'ir' in the present tense, developing your understanding of infinitives and their structures (TC1-10).</p> <p>¿Por dónde se va...? <i>How do you get to...?</i> Giving and understanding directions and instructions, using the imperative (TC1-10).</p> <p>¿Prefieres vivir en la ciudad o el campo? <i>Do you prefer living in the city or the countryside?</i> Comparing rural and urban areas, using the comparatives 'tan' and 'tan...como', developing reading comprehension skills (TC1-10).</p>	<p>¿Qué tienes en tu estuche? <i>What is in your pencil case?</i> Describing classroom items, reinforcing adjective agreement rules and structures of gender and number (TC1-10).</p> <p>¿Cómo son tus asignaturas? <i>What are your subjects like?</i> Giving opinions about school subjects, using the verb 'estudiar' in the present tense, adding a variety of adjectives to our writing (TC1-10, TC12).</p> <p>¿A qué hora es el recreo? <i>What time is break?</i> Describing your timetable, learning to tell the time in Spanish, developing listening comprehension skills (TC1-10).</p> <p>¿Qué instalaciones hay en tu insti? <i>What facilities are there in your school?</i> Describing your school environment, using 'se puede' and 'se debe' developing creative writing skills (TC1-10, TC12).</p> <p>¿Qué haces después del instituto? <i>What do you do after school?</i> Discussing extracurricular activities, using 'antes de' and 'después de', understanding cultural differences in the education system (TC1-10).</p>	<p>¿Dónde te gustaría vivir en el futuro? <i>Where would you like to live in the future?</i> Describing your dream home, using basic conditional expressions and structures, developing creative writing skills (TC1-10, TC12).</p> <p>¿Qué vas a hacer este finde? <i>What are you going to do this weekend?</i> Discussing weekend plans, forming the near future tense, recognising and applying synonyms (TC1-10).</p> <p>¿Qué quieres hacer en el futuro? <i>What do you want to do in the future?</i> Discussing future plans, using future tense expressions and structures, reading and understanding a literary text (TC1-12).</p>	<p>¿Qué es tauromaquia? <i>What is Bullfighting?</i> Describing a Hispanic tradition, identifying traditions and customs, making comparisons to British traditions (TC8, TC10, TC11, TC12)</p> <p>¿Qué es un torero? <i>What is a 'Matador'?</i> Discussing the life of a 'Matador', recognising and understanding the cultural significance of traditions and customs (TC8, TC10, TC11)</p>
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Vocabulary Instruction:	Vocabulary list: ¿Cómo es tu casa?	Vocabulary list: <i>¿Cómo es tu ciudad?</i>	Vocabulary list: <i>¿Cómo es tu instituto?</i>	Vocabulary list: <i>¿Tienes planes para el futuro?</i>	Vocabulary list: <i>¿Qué son las tradiciones españolas?</i>
Assessment:	KLT 1: <i>¿Cómo es tu casa?</i>	KAT 1: <i>¿Cómo es tu ciudad?</i>	KLT 2: <i>¿Cómo es tu instituto?</i>	KAT 2: <i>¿Tienes planes para el futuro?</i>	
Sequencing:	<p>The Year 8 Spanish curriculum defines essential knowledge and aids recall by planning student progression with clearly defined content and skills in the schemes of work, revisiting and building on existing knowledge. For example, the Year 8 curriculum builds on Year 7's understanding by developing the use of regular verbs and their conjugations. Year 8 begins with the topic "¿Cómo es tu casa?" (What is your house like?), recycling Year 7 language as a foundation for discussing "¿Cómo es tu ciudad?" (What's your city like?) and "¿Cómo es tu instituto?" (What's your school like?). Grammar and vocabulary are sequenced through the curriculum by interleaving schemata, ensuring progressive language acquisition. This approach helps students discuss their immediate environment and compare it to global contexts, linking to the overarching question "¿Quién eres tu?" (Who are you?). The repetitive use of key questions in different contexts reinforces understanding and encourages the formulation of questions using unit and topic templates.</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.</p> <p>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>				