



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Year 9 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)

<b>KS3 National Curriculum summary:</b>	<p>The <a href="#">KS3 National Curriculum for MFL</a> 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"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>					
<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	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 9: ¿Puedes hablarme de tu familia, tus relaciones, tu insti, tus planes para la ESO y tu tiempo libre?</b> <i>Can you tell me about your family, your relationships, your free time, your school, and your GCSE plans?</i>					
<b>Big picture questions:</b>	<b>Composite 1:</b> <b>¿Cómo es tu familia?</b> <i>What is your family like?</i>	<b>Composite 2:</b> <b>¿Cómo son tus relaciones?</b> <i>What are your relationships like?</i>	<b>Composite 3:</b> <b>¿Cuáles son tus planes para GCSE?</b> <i>What are your plans for GCSE?</i>	<b>Composite 4:</b> <b>¿Cómo es tu colegio?</b> <i>What is your school like?</i>	<b>Composite 5:</b> <b>¿Qué haces en tu tiempo libre?</b> <i>What do you do in your free time?</i>	<b>Composite 6:</b> <b>¿Qué deportes haces?</b> <i>What sports do you do?</i>

Content  
(Linked to  
TCs):

**¿Quién hay en tu familia?** *Who is in your family?* Describing your extended family, using possessive adjectives (TC1-10).  
**¿Cómo eres físicamente?** *What are you like physically?* Describing others and your hair and eyes, describing facial features, using the verb 'Tener', 'Ser' and 'llevar' in the present tense, identifying irregular verbs, reinforcing adjectival agreement and word order (TC1-10).  
**¿Cómo eres de carácter?** *What is your personality like?* Describing others and your personality traits, using adverbs of frequency, applying a variety of vocabulary to your creative writing (TC1-10).

**¿Te llevas bien con tu familia?** *Do you get on with your family?* Describing relationships between family members and family friends, applying verb conjugations with 'ser' and 'estar' understanding more detailed descriptions.  
**¿Cómo son tus amigos?** *What are your friends like?* Describing your friends, applying verb conjugations with 'ser' and 'estar' applying more detail to your descriptive writing.  
**¿Tienes un amigo mejor?** *Do you have a best friend?* Describing a best friend, discussing what makes a good friend and what an ideal friend should be, developing descriptive writing skills.

**¿Qué estudias en el colegio?** *What do you study at school?* Giving extended opinions and justifications about school subjects, using the opinion verbs in both singular and plural, applying a variety of adjectives and comparatives to our writing (TC1-10, TC12).  
**¿Cuál es tu día escolar favorito y por qué?** *What is your favourite school day and why?* Describing your timetable, re-capping the time, days of the week and months in Spanish, developing listening comprehension skills (TC1-10).  
**¿Por qué es importante aprender idiomas?** *Why is it important to study languages?* Discussing languages and travel opportunities, using the 'Lo+ adjective' structure, applying the present tense of ir/regular verbs, (TC1-10).  
**¿Qué estudiarás para la ESO?** Making decisions about school subjects, using the verb 'estudiar' in the future tense, recycling opinion verbs in both singular and plural, applying a variety of adjectives and comparatives to our writing with justifications (TC1-10).

**¿Qué piensas de tus profesores?** *What do you think of your teachers?* Giving extended opinions and justifications about school teachers, using the opinion verbs in both singular and plural, applying a variety of adjectives and comparatives to your writing (TC1-10, TC12).  
**¿Cómo es tu colegio?** *What is your school like?* Describing your school environment and facilities, applying and identifying negative constructions.  
**¿Cuáles son las reglas en tu colegio?** *What are the rules in your school?* Describing your school rules and problems, using 'se puede' and 'se debe' constructions, re-capping infinitive structures and listening skills (TC1-10, TC12).  
**¿Hay actividades extraescolares en tu colegio?** *Are there extra-curricular activities in your school?* Discussing extracurricular activities and achievements at school, using 'antes de' and 'después de', applying 3<sup>rd</sup> person verb conjugations, understanding cultural differences in the education system (TC1-10).

**¿Qué haces en tu tiempo libre?** *What do you do in your free time?* Talking about hobbies and activities, using the present tense in full, understanding stem-changing verbs and applying infinitive structures (TC1-12).  
**¿Puedes o quieres salir?** *Can you or do you want to go out?* Discussing socialising with friends and family, applying the present tense in multiple forms (TC1-12).  
**¿Te gusta ir al cine?** *Do you like to go to the cinema?* Discussing TV programs and films, recycling adjectival agreement rules and applying opinion phrase in both singular and plural (TC1-12).  
**¿Escuchas la música?** *Do you listen to music?* Discussing Spanish and English music, and applying opinion phrase in both singular and plural (TC1-12).

**¿Qué deportes haces?** *What sports do you do?* Discussing sports using the irregular verb 'Hacer' and applying justifications, (TC1-12).  
**¿Qué deportes juegas?** *What sports do you play?* Discussing sports using the verb 'Jugar', re-capping stem-changing verbs and applying justifications, (TC1-12).  
**¿Qué hacías cuando eras pequeño/a?** *What did you do when you were younger?* Discussing sports using the imperfect tense, developing listening and creative writing skills (TC1-12).



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<b>Vocabulary Instruction:</b>	Vocabulary list: <a href="#">¿Cómo es tu familia?</a>	Vocabulary list: ¿Cómo son tus relaciones?	Vocabulary list: ¿Cuáles son tus planes para GCSE?	Vocabulary list: ¿Cómo es tu colegio?	Vocabulary list: ¿Qué haces en tu tiempo libre?	Vocabulary list: ¿Qué deportes haces?
<b>Assessment:</b>	KLT 1: ¿Cómo es tu familia?	KAT 1: ¿Cómo son tus relaciones?	KLT 2: ¿Cuáles son tus planes para GCSE?	KAT 2: ¿Cómo es tu colegio?	KAT 2: ¿Qué haces en tu tiempo libre?	KLT 3: ¿Qué deportes haces?
<b>Sequencing:</b>	<p>The Year 9 Spanish curriculum builds on knowledge from Years 7 and 8, 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 '¿Cómo son tus relaciones?' (<i>What are your relationships like?</i>) focusing on discussing family issues and personality dynamics. They delve deeper into societal topics such as '¿Cuáles son tus planes para GCSE?' (<i>What are your plans for GCSE?</i>) developing the ability to debate advantages and disadvantages of education. Building on Year 8's "¿Cómo es tu insti?" (<i>What is your school like?</i>), the '¿Cómo es tu colegio?' (<i>What is your school like?</i>) topic introduces more complex vocabulary and grammar, emphasizing opinions and justifications whilst debates on the Spanish and UK education systems foster critical thinking. Finally, "¿Qué haces en tu tiempo libre?" (<i>What do you do in your free time?</i>) and '¿Qué deportes haces?' (<i>What sports do you do?</i>) allow students to discuss sports, activities, and make comparisons between their younger selves, complementing each other and enhancing students' ability to communicate their ideas effectively.</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>					