

MODERN FOREIGN LANGUAGES

MODERN FOREIGN LANGUAGES CURRICULUM INTENT

At EPCS we value the importance of language learning in today's global economy. We recognise that language learning is a life skill highly valued by employers and universities in today's global job market. As a team of language specialists, we aim to deliver a stimulating, quality first learning environment in which all students feel supported, valued and challenged on their language learning journey.

Our MFL curriculum is designed to engage students of all abilities and lessons are interactive and fun. With an emphasis on communication, skills and transactional language, we aim to develop confident language learners. In order to bring languages to life in the classroom, we use a wide variety of resources, including technology, realia and authentic materials. MFL lessons are delivered with enthusiasm and focus on interactive, fun activities which maximise engagement and promote a positive learning environment for students.

Through Enrichment projects, MFL clubs, language workshops and trips, we also aim to develop wider cultural awareness and offer students an insight into other languages spoken within our school community and beyond. Indeed, EAL students are actively encouraged to take a GCSE in their home language.

DISCOVERY: Students study either German OR Spanish on entry in year 7. They have 3 x 70 min lessons a cycle (2 weeks) and all MFL groups are mixed ability. Our curriculum at KS3 focuses on developing and embedding language learning skills, as well as introducing a variety of topics which will be revisited in more detail at GCSE.

Year 9 is a FOUNDATION year in which students will become increasingly familiar with GCSE style questions in all four skill areas. We focus on developing a range of transactional language and structures for use in real life scenarios e.g at the train station, in a shop, buying tickets etc. There is also an emphasis on developing spontaneous speech, knowledge of grammar and understanding of customs and traditions.

In year 10 and 11 we follow the AQA course for both German and Spanish.

Students are formally assessed for GCSE in Listening, Speaking, Reading and Writing (25% each) at the end of year 11 (there is no controlled assessment). GCSE themes are: Identity and Culture, Local, National, International and Global areas of Interest and Current and Future Study and Employment.

Programme of Study: 2021-2022

Discovery - KS3: Students study either German or Spanish

Our MFL curriculum is designed to engage students of all abilities and lessons are interactive and fun. With an emphasis on communication, skills and transactional language, we aim to develop confident language learners. In order to bring languages to life in the classroom, we use a wide variety of resources, including technology, realia and authentic materials. MFL lessons are delivered with enthusiasm and focus on interactive activities which maximise engagement and promote a positive learning environment for all students.

Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>FAIRYTALE FAMILY PROJECT</p> <ul style="list-style-type: none"> • Introduction to languages • Cultural introduction to Germany/Spain • PHONICS • Greetings • Numbers 1-20 • Alphabet • Classroom language 	<p>FAIRYTALE FAMILY PROJECT</p> <ul style="list-style-type: none"> • Family members • Personality • Physical description • Hobbies • Clothes • Christmas customs in Germany/Spain 	<p>THROUGH THE KEYHOLE PROJECT</p> <ul style="list-style-type: none"> • House types • Rooms in the house • Description of a room • What you do in your room • Household chores 	<p>THROUGH THE KEYHOLE PROJECT</p> <ul style="list-style-type: none"> • Describing Bracknell • Buildings in the town • What you can do in your town • Comparing your town with other towns • Opinions about your town • you did in your town last week 	<p>MY SCHOOL</p> <ul style="list-style-type: none"> • My school • School subjects • School uniform • German/Spanish school system 	<p>CREATIVE WRITING PROJECT</p> <p>GERMAN - Gruffalo</p> <p>SPANISH - Hungry Caterpillar</p>

<i>Students learn how to:</i>	<p>Understand the importance of language learning</p> <p>Recognise different sound patterns</p> <p>Introduce themselves</p> <p>Greet others</p> <p>Say the alphabet</p> <p>Recognise numbers</p> <p>Identify pencil case items</p> <p>Ask and answer simple questions</p>	<p>Introduce a family</p> <p>Describe personality of family members</p> <p>Describe physical appearance</p> <p>Say what you do in your free-time</p> <p>Describe an outfit</p> <p>Understand customs and traditions in German/Spanish speaking countries</p>	<p>Describe their house</p> <p>Say what they have/don't have in their bedroom</p> <p>Give opinions about their home</p> <p>Say what they do at home</p> <p>Say how they help in the household</p>	<p>Describe where they live</p> <p>Give opinions about where they live</p> <p>Describe what there is to do in Bracknell</p>	<p>Describe school buildings</p> <p>Give opinions about school subjects</p> <p>Describe school uniform</p> <p>Give opinions about school uniform</p> <p>Understand German/Spanish school system</p>	<p>Identify key words in a story</p> <p>Identify word groups</p> <p>Work out meaning from context</p> <p>Create a children's story in German/Spanish</p>
<i>Assessment</i>	Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of each unit of work. All assessments are GCSE style questions.					

Year 8	HEALTHY LIVING <ul style="list-style-type: none"> ● Food/drinks ● Eating habits ● Healthy/unhealthy lifestyles ● A past meal ● Top tips for healthy living ● Healthy living resolutions 	EATING OUT <ul style="list-style-type: none"> ● Eating out ● In the restaurant ● Making a complaint 	THE WORLD OF WORK <ul style="list-style-type: none"> ● The importance of languages in the workplace ● Jobs ● Personality ● The work place ● Future plans ● Choosing a career ● Part time jobs 	TECHNOLOGY <ul style="list-style-type: none"> ● The internet ● Me and my phone ● Social networks ● Past tense - technology 	MY FUTURE HOLIDAY <ul style="list-style-type: none"> ● Weather ● Holiday destinations ● Holiday types ● Transport ● Accomodation ● Holiday activities 	APPRENTICE HOLIDAY PROJECT <ul style="list-style-type: none"> ● A future holiday
<i>Students learn how to:</i>	<p>Recognise a range of healthy/unhealthy foods</p> <p>Give positive and negative opinions about eating habits</p> <p>Formulate simple questions</p> <p>Describe a past meal</p> <p>Apply the imperative to create a healthy eating plan</p>	<p>Order food</p> <p>Understand authentic German/Spanish menus</p> <p>Make a complaint</p> <p>Recognise traditional German/Spanish regional dishes</p>	<p>Understand the importance of languages in the workplace</p> <p>Recognise a range of jobs/professions and workplaces</p> <p>Recognise that different personalities are suited to different jobs</p> <p>Describe future plans</p>	<p>Say what you use the internet for</p> <p>Discuss the dangers of the internet</p> <p>Talk about what you use your phone for</p> <p>Give opinions about social networks</p> <p>Say what you did recently with your technology.</p>	<p>Say what the weather is like</p> <p>Recognise a variety of holiday destinations</p> <p>Say how you like to travel and where you can stay</p> <p>Describe holiday activities</p>	<p>Create and present a future holiday to a German/Spanish speaking country</p>
<i>Assessment</i>	<p>Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of each unit of work. All assessments are GCSE style questions.</p>					

Cross curricular links:

Food Technology

Discovery Curriculum enhancement:

- German Christmas markets trip to Cologne: Dec 2022 (tbc)
- Rhineland trip: July 2023 (tbc)
- Spanish trip: July 2023 (tbc)
- Languages Club
- LATIN workshop
- Careers week guest speaker - "The Importance of Languages in the Workplace"
- ENRICHMENT PROJECTS

Year 9 - Foundation Pathway

Curriculum intent:

Year 9 is a FOUNDATION year in which students will become increasingly familiar with GCSE style questions in all four skill areas. We focus on developing a range of transactional language and structures for use in real life scenarios e.g at the train station, in a shop, buying tickets etc. There is also an emphasis on developing spontaneous speech, knowledge of grammar and understanding of customs and traditions.

Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	LIFE IN A GERMAN/SPANISH SPEAKING COUNTRY <ul style="list-style-type: none"> Classroom language Greetings Geography/landmarks Die Hitparade/Top Musical What's on? Lights, camera, action! 	OUT AND ABOUT! <ul style="list-style-type: none"> Let's go! Arranging to meet Making excuses 	OUT AND ABOUT! <ul style="list-style-type: none"> In town At the train station Illness At the doctors 	FESTIVALS <ul style="list-style-type: none"> Regional festivals Traditions Comparing festivals A recent festival My favourite festival 	IN MODE/LA MODA <ul style="list-style-type: none"> Outfits Buying clothes on the high street Giving compliments 	SCHOOL'S OUT <ul style="list-style-type: none"> My year this year... What did I learn? My opinions about my year Targets for next year

<p><i>Students learn how to:</i></p>	<p>Understand and use target language in the classroom</p> <p>Recognise key landmarks in German/Spanish-speaking countries</p> <p>Talk about music preferences</p> <p>Discuss TV programmes</p> <p>Give opinions about films Create a film review</p>	<p>Arrange to meet someone</p> <p>Suggest a time</p> <p>Say when/where they are going to meet</p> <p>Give excuses</p> <p>Suggest alternatives</p>	<p>Understand street signs</p> <p>Apply transactional language in a shop</p> <p>Buy tickets at a train station/bus station</p> <p>Ask for journey information</p> <p>Understand</p> <p>Describe illnesses</p>	<p>Recognise festivals in German/Spanish speaking countries</p> <p>Compare festivals</p> <p>Describe a recent festival</p> <p>Give opinions about festivals</p>	<p>Describe outfits</p> <p>Give opinions about clothes</p> <p>Understand signs in clothes shops</p> <p>Give compliments</p>	<p>Describe their school</p> <p>Describe what they did during the school year</p> <p>Give past tense opinions</p> <p>Talk about future plans</p>
<p><i>Assessment</i></p>	<p>Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of each unit of work. All assessments are GCSE style questions. There will be a focus on ROLE PLAY</p>					

<p>Year 9 - Curriculum enhancement</p> <ul style="list-style-type: none"> ● German Christmas markets trip to Cologne: Dec 2022 (tbc) ● Rhineland trip: July 2023 (tbc) ● Spanish trip: July 2023 (tbc) ● Languages Club ● LATIN workshop

Destiny - KS4:

Exam board and Specification details: **AQA GCSE GERMAN/SPANISH**

Assessment objectives: Students are assessed on all four skills at the end of the course: LISTENING, SPEAKING, READING and WRITING (25% each)

THEMES:

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Curriculum map: for 2021-2022 based on 2 year GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>RELATIONSHIPS WITH FAMILY AND FRIENDS</p> <p>MARRIAGE/ PARTNERSHIP</p> <ul style="list-style-type: none"> ● Ideal partner ● Ideal future family ● Modern family ● Pros and cons of marriage ● Modern relationships 	<p>IDENTITY AND CULTURE: FOOD AND EATING OUT</p> <ul style="list-style-type: none"> ● Traditional food ● Eating out ● Healthy lifestyle ● Smoking ● Drugs ● Alcohol 	<p>MY STUDIES: SCHOOL AND SUBJECTS, LIFE AT SCHOOL</p> <ul style="list-style-type: none"> ● My school ● German/Spanish school systems ● School subjects - opinions ● School day ● School rules ● School uniform ● Ideal school 	<p>EDUCATION POST-16: JOBS AND FUTURE PLANS</p> <ul style="list-style-type: none"> ● University or work? ● Jobs ● Places of work ● Future plans 	<p>HOME TOWN, NEIGHBOURHOOD AND REGION: HOME, WHERE YOU LIVE</p> <ul style="list-style-type: none"> ● Town ● House ● Rooms ● Activities in town ● Opinion about town ● Ideal town ● Weather 	<p>TRAVEL AND TOURISM: HOLIDAYS AND TRAVEL</p> <ul style="list-style-type: none"> ● Holiday destinations ● Accommodation ● Transport ● Weather ● Holiday activities ● A past holiday ● A future holiday

	<p>SPORT AND FREE-TIME ACTIVITIES</p> <ul style="list-style-type: none"> • Sport • Free-time activities 		<ul style="list-style-type: none"> • School - a past day 			
<p><i>Students learn how to:</i></p>	<p>Talk about family relationships</p> <p>Describe relationships in the family: who they get on well with etc..</p> <p>Describe their ideal partner and future plans</p> <p>Talk about modern family life</p> <p>Discuss the pros and cons of marriage</p> <p>Recognise a range of leisure activities</p> <p>Say what they and others like/don't like to do in their free-time</p>	<p>Recognise traditional dishes</p> <p>Talk about eating out</p> <p>Describe eating habits</p> <p>Talk about healthy/unhealthy lifestyles</p> <p>Talk about the dangers of smoking, drugs and alcohol</p>	<p>Understand German/Spanish school system</p> <p>Describe their school</p> <p>Give opinions about school subjects</p> <p>Describe a school day</p> <p>Say what the school rules are</p> <p>Describe and give opinions about school uniform</p> <p>Describe a past day at school</p> <p>Talk about different experiences of school life</p>	<p>Talk about career choices</p> <p>Recognise a ranges of jobs</p> <p>Say where people work</p> <p>Discuss future plans</p> <p>Describe an ideal job</p>	<p>Describe where you live.</p> <p>Describe your house / room.</p> <p>Say what there is/isn't in your town.</p> <p>Give opinions about your town.</p> <p>Say what you do (and did) in your town recently (past tense)</p> <p>Describe your ideal town.</p> <p>Say where you would prefer to live in the future.</p>	<p>Identify destinations</p> <p>Book accommodation</p> <p>Understand brochures</p> <p>Say what the weather is like (3 tenses)</p> <p>Say where you normally go on holiday</p> <p>Describe a past holiday.</p> <p>Talk about a future holiday.</p>

	Recognise and apply the past and future tense					Discuss holiday types
<i>Assessment</i>	Students are assessed using Exampro GCSE past exam questions in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.					
Year 11 (class of 2022 only)	EDUCATION POST-16: JOBS AND FUTURE PLANS <ul style="list-style-type: none"> • University or work? • Jobs • Places of work • Future plans TRAVEL AND TOURISM: HOLIDAYS AND TRAVEL <ul style="list-style-type: none"> • Holiday destinations • Accommodation • Transport 	TECHNOLOGY IN EVERYDAY LIFE: SOCIAL MEDIA, MOBILE TECHNOLOGY <ul style="list-style-type: none"> • Mobile technology • Social media • Opinions about technology • Online life • The internet CUSTOMS AND FESTIVALS <ul style="list-style-type: none"> • Festivals in German/Spa nish speaking countries 	GLOBAL ISSUES: THE ENVIRONMENT <ul style="list-style-type: none"> • Environmental issues • Saving the environment • Effects on the environment • Consequences - cause and effect GLOBAL ISSUES: POVERTY AND HOMELESSNESS <ul style="list-style-type: none"> • Problems facing homeless people • Life on the 	SOCIAL ISSUES: CHARITY/ VOLUNTARY WORK <ul style="list-style-type: none"> • Charity work abroad • Experiences volunteering abroad IDENTITY AND CULTURE/SOCIAL ISSUES FOOD AND EATING OUT, HEALTHY LIFESTYLES	EXAM TECHNIQUE	EXAMS

	<ul style="list-style-type: none"> ● Weather ● Holiday activities ● A past holiday ● A future holiday 		<ul style="list-style-type: none"> ● streets ● Factors leading to homelessness 	<ul style="list-style-type: none"> ● Traditional food ● Eating out ● Healthy lifestyle ● Smoking ● Drugs ● Alcohol 		
<i>Students learn how to:</i>	<p>Talk about career choices</p> <p>Recognise a ranges of jobs</p> <p>Say where people work</p> <p>Discuss future plans</p> <p>Describe an ideal job</p> <p>TRAVEL</p> <p>Identify destinations</p> <p>Book accommodation</p> <p>Understand brochures</p> <p>Say what the weather is like (3 tenses)</p> <p>Say where you normally go on holiday</p>	<p>Say what you use your phone for</p> <p>Compare your current phone with your old phone</p> <p>Describe what they (and others) do online</p> <p>Talk about online safety</p> <p>FESTIVALS</p> <p>Explore festivals in German/Spanish speaking countries</p> <p>Understand traditions</p> <p>Give opinions about festivals</p> <p>Describe a recent festival visit</p>	<p>Say what they do to help the environment</p> <p>Explain what we should do to be more environmentally friendly</p> <p>Describe global environmental issues</p> <p>Talk about social issues affecting young people</p> <p>POVERTY/ HOMELESSNESS</p> <p>Describe issues affecting homeless people</p> <p>Understand factors that lead to homelessness</p>	<p>Recognise different types of charity work</p> <p>Understand accounts of charity work in the past</p> <p>HEALTHY LIFESTYLES</p> <p>Recognise traditional dishes</p> <p>Talk about eating out</p> <p>Describe eating habits</p> <p>Talk about healthy/unhealthy</p>		

	<p>Describe a past holiday.</p> <p>Talk about a future holiday.</p> <p>Discuss holiday types</p>	Recognise “festival” vocabulary		<p>lifestyles</p> <p>Say how to be more healthy</p> <p>Talk about the dangers of smoking, drugs and alcohol</p>		
<i>Assessment</i>	Students are assessed using Exampro GCSE past exam questions in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.					

<p>Destiny curriculum enhancement:</p> <ul style="list-style-type: none"> ● German Christmas markets trip to Cologne Dec 2022 (tbc) ● Rhineland trip: July 2023 (tbc) ● Spanish trip: July 2023 (tbc) ● Languages Club ● LATIN workshop

Exam board: AQA

Students study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Spanish-speaking artistic culture, including art and architecture, and will learn how Spain's political landscape was formed.

Students will explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	Introduction to the Independent Research Project. El laberinto del Fauno Film Analysis Recap. El laberinto del Fauno Scene Analysis. La identidad regional en España. El patrimonio cultural. Multiculturalism in Hispanic Society.	Independent Research Project. El laberinto del fauno Character Analysis. El laberinto de fauno Cinematographic Analysis. El laberinto de fauno Essay Skills. El coronel no tiene quien le escriba read-through. El coronel no tiene quien le escriba	Independent Research Project. El laberinto del fauno Essay Practice. El laberinto del fauno Exam Skills. El coronel no tiene quien le escriba Essay Practice. El coronel no tiene quien le escriba Exam Skills. Multiculturalism in Hispanic Society. La convivencia. La convivencia de culturas.	Independent Research Project. El laberinto del fauno Exam Skills. El coronel no tiene quien le escriba Exam Skills. Aspects of political life in the Hispanic world. Monarquías y dictaduras. La dictadura de Franco. La evolución de la monarquía en España.	Independent Research Project. El laberinto del fauno Exam Skills. El coronel no tiene quien le escriba Exam Skills. Los valores tradicionales y modernos. El ciberespacio. La igualdad de los sexos. La influencia de los ídolos. La identidad regional en España.	STUDY LEAVE

	<p>La inmigración : Los beneficios y los aspectos negativos. La inmigración en el mundo hispánico. Los indocumentados - problemas.</p>	<p>literatura y análisis. El racismo. Las actitudes racistas y xenóforas. Las medidas contra el racismo. La legislación anti-racista.</p>	<p>La educación. Las religiones. Aspects of political life in the Hispanic world Jóvenes de hoy, ciudadanos del mañana. Los jóvenes y su actitud hacia la política: activismo o apatía. El paro entre los jóvenes. Su sociedad ideal.</p>	<p>Dictadores latinoamericanos. Los movimientos populares. La efectividad de las manifestaciones y las huelgas. El poder de los sindicatos. Ejemplos de protestas sociales.</p>	<p>El patrimonio cultural.</p>	
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<i>Assessment</i>	Students are assessed in LISTENING, SPEAKING, READING and WRITING at the end of each topic. All assessments are AQA exam-style questions and are marked according to the AQA assessment criteria.
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<p>A-LEVEL SPANISH ASSESSMENT OVERVIEW:</p> <p>PAPER 1: Listening, Reading and Writing: 2hr 30 mins (50%) PAPER 2: Writing: 2hr (20%) PAPER 3: Speaking: 21-23 mins (30%)</p>
