

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

MFL – KEY STAGE 4

Curriculum Overview

INTENT: In MFL our aim is to help our students to become global citizens and to understand the importance of communication in the world. We want our students to discover and appreciate the different cultures. Our students should enjoy learning languages and feel successful so that they become confident linguists. We want our students to have a passion for languages and see the relevance of learning a language.

Year 10

Students build upon prior knowledge and skills acquired in Y7-Y9, digging deeper into grammar such as reflexive verbs and the subjunctive moods whilst retrieving and reinforcing vocabulary. They communicate their views on marriage and discuss global issues, manipulating vocabulary and sentence structures with increasing complexity.

	Family	Relationships	Home and local area		Media, Technology and Celebrity Culture	Customs, Celebrations, Festivals and Holidays
SUBSTANTIVE KNOWLEDGE	1. Introducing myself 2. Family members 3. Descriptions of myself and family (physical/appearance) 4. Descriptions of myself and family (personality) 5. Who I get on with and why	7. Opinions on marriage 8. Sports and extreme sports 9. Healthy food and diet 10. Illness and injuries	1. Description of your home 2. Where you live 3. What we can do there 4. Description of your region 5. Asking and giving directions discussing the positive and	6. Discussing problems in your area and globally(rubbish/homelessness/pollution/unemployment) 7. What you do in order to be more environmentally friendly talking about what we should do more/less	1. To say how you use the internet, how often, your preferences, and to list advantages and disadvantages. To say what social media apps or platforms you use, how often, and what you think	1. To describe <u>festivals</u> in the UK and in the target language-speaking countries/communities and give your opinion about them. 2. To describe customs and say what you do on <u>celebrations</u> at

	6. What makes a best friend		negative aspects of where you live	8. Doing voluntary work	<p>are the advantages and disadvantages.</p> <p>2. To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages.</p> <p>3. To give your opinions about the importance of technology to young people and society.</p>	<p>home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these.</p> <p>3. To say what food is consumed on special occasions and at celebrations.</p> <p>4. To talk about a special day in the past.</p> <p>5. To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.</p> <p>6. To talk about the weather.</p> <p>7. To describe holiday time activities (while away on holiday or at home) and give opinions.</p> <p>8. To describe holiday destinations in the present, past and future.</p> <p>9. To say whether holidays are important and why.</p> <p>10. To describe an ideal holiday.</p> <p>11. To list and describe places of interest, locally and elsewhere and give opinions about them.</p>
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Grammatical understanding of reflexive verbs 	<ul style="list-style-type: none"> Correct intonation in questions 	<ul style="list-style-type: none"> Accurate use of adjectives 	<ul style="list-style-type: none"> Accurate manipulation of other verb conjugations in 	<ul style="list-style-type: none"> Express and justify opinions 	<ul style="list-style-type: none"> Use of the formal and informal 'you' Construct a paragraph

	<ul style="list-style-type: none"> • Accurate manipulation of regular tense verb conjugations • Accurate syntax in negative sentence • Pronounce / transcribe longer sentences accurately • Accurate use of adjectives • Write extended sentences • Use connectives and quantifiers • Construct a detailed paragraph using more than one tense • Understanding and applying use of reflexive verbs and imperfect tense 	<ul style="list-style-type: none"> • Correct formation of questions • Write extended sentences • Accurate use of near future tense • Accurate use of infinitive verbs • Express and justify opinions • Use connectives and quantifiers • Accurate manipulation of the 3rd person • Accurate use of the conditional • Accurate use of the preterite to talk about past events 	<ul style="list-style-type: none"> • Correct use of the verb 'to be' (Sp – estar/ser) • Use of the verb 'there is' • Accurate use of quantifiers and grammatical knowledge of this (mucho/a in Sp) • Accurate manipulation of the imperative • Use of the informal/formal 'you' • Use of the impersonal form • Write extended sentences • Construct sentences using 3 tenses. 	<ul style="list-style-type: none"> the preterite (Sp) / perfect (Fr) • Accurate use of the future tense • Construct sentences using 3 tenses. • Accurate manipulation of the imperative • Use of the informal/formal 'you' • Use of the impersonal form • Use of the perfect infinitive (Fr) • Express and justify opinions • Use connectives and quantifiers • Asking questions • Accurate pronunciation • Accurate use of the future tense, including 'si' clauses • Express and justify opinions • Use connectives and quantifiers 	<ul style="list-style-type: none"> • Use connectives and quantifiers • Asking questions • Accurate pronunciation • Accurate use of the future tense, including 'si' clauses • Accurate use of conditional • Use of the impersonal form 	<ul style="list-style-type: none"> • Use a glossary for unknown vocabulary • Decode passages accurately • Use of complex syntax • Accurate manipulation of modal verbs • Correct intonation in questions • Correct formation of questions • Sustain a conversation of 5 exchanges. • Express and justify opinions • Accurate use of conditional • Accurate use of the past tense
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Year 11

Students build upon prior knowledge and skills acquired throughout KS3 and KS4 so far, delving further into topical vocabulary such as education and aspirations as they prepare to leave school. They also look at customs and festivals to enhance their cultural acquisition.

	Education	Future Plans	Customs and Festivals		
SUBSTANTIVE KNOWLEDGE	1. Opinions of school subjects and teachers	1. What job you want to do and the skills/qualities you	1. Past holiday - Where/when/who with/how	1. Festivals / Celebrations 2. Customs/traditions	

	2. Timetable/typical school day 3. How to be a good student (be on time/do you homework) 4. Uniform and school rules 5. What is your school like (facilities)	have, family members jobs 2. What's important in a job / ideal job 3. Part time jobs/chores 4. Work experience 5. Looking for a job/job applications 6. Is it worth going to university	2. Holidays activities / an account of a day 3. Accommodation 4. Hotel bookings 5. Complaints 6. Regular/future holidays	
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Grammatical understanding of reflexive verbs Accurate manipulation of regular tense verb conjugations Accurate syntax in negative sentence Pronounce / transcribe longer sentences accurately Accurate use of adjectives Write extended sentences Use connectives and quantifiers construct a detailed paragraph using more than one tense accurate use of the imperative use of comparatives/superlative manipulation of stem-changing verbs (Sp) 	<ul style="list-style-type: none"> Write extended sentences Accurate use of near future tense Accurate use of infinitive verbs Express and justify opinions Use connectives and quantifiers Accurate manipulation of the 3rd person Accurate use of the conditional Correct use of adjectives (agreements) use of the subjunctive 	<ul style="list-style-type: none"> Accurate use of the past tense (Pret/perf) Accurate formulation of questions Correct intonation Sustain a conversation of 5 exchanges. Use of formal and informal 'you' Accurate use of future tense and present tense Use of conditional Use of sequencing words 	<ul style="list-style-type: none"> Use of the impersonal form Use a glossary for unknown vocabulary Decode passages accurately