



# MFL Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment	Protected characteristics
7	<ul style="list-style-type: none"> <li>• <b>Study</b> the themes of self, family, school, free-time activities through authentic sources, suitably adapted and abridged.</li> <li>• <b>Decipher</b> most cognates</li> <li>• <b>Recognise and learn</b> a variety of words related to these topics</li> <li>• <b>Study</b> the grammar of verbs, nouns and adjectives</li> <li>• <b>Identify</b> verbs, adjectives and nouns.</li> <li>• <b>Understand and apply</b> singular and plural rules</li> <li>• <b>Apply</b> adjective agreement</li> <li>• <b>Conjugate</b> the verbs– to have, to be, to play, to go</li> <li>• <b>Conjugate</b> regular -ar/-er verbs in the present tense (singular formation, minimum 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person).</li> <li>• <b>Count</b> up to 100.</li> <li>• <b>Identify</b> time phrases</li> <li>• <b>Identify</b> intensifiers.</li> <li>• Know how to <b>pronounce</b> words using phonics.</li> <li>• Identify and apply near future in all skills.</li> </ul>	<p>Understanding of other cultures, appreciation that not everybody speaks English.</p> <p>Appreciation and interest in language learning</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p> <p>Resilience and perseverance</p> <p>Reading for gist and not always having to give a perfect answer (especially in spoken language)</p>		<p>Cognates</p> <p>Masculine/Feminine</p> <p>Word categories (noun, verbs, adjectives, adverbs...)</p> <p>Infinitives (3 groups)</p> <p>Verbs endings in present tense</p> <p>Word order (Adjective after noun)</p>	<p><b>Reading</b></p> <p>Guided reading of age related themed texts + comprehension.</p> <p>Individual / Peer reading of theme texts + comprehension.</p> <p><b>Writing</b></p> <p><i>Short practice tasks:</i></p> <p>2 per unit building to an extended piece of writing at the end of the unit.</p> <p><i>Extended writing tasks:</i></p> <p>1 per unit which aims to provide students with an opportunity to link ideas together and derive meaning.</p> <p><b>Oracy</b></p> <p>Full response from students.</p> <p><b>Target language specific:</b></p> <p>Regular 'Call &amp; Response' in lessons.</p> <p>Structured speaking, e.g. role play relating theme of unit.</p>	<p><b>Term 4</b></p> <p>CLF Listening, Reading assessments</p> <p><b>Term 6 DOYA assessment</b></p> <p>CLF Writing assessment</p>	<p><b>Understand and acknowledge cultural differences and languages in Spanish and French speaking countries.</b></p> <p><b>Understand and acknowledge different religion within each country.</b></p> <p><b>Choosing photos strategically to represent and be inclusive of every form of ethnicity, gender, religion and sexual orientation of a diversity of people coming from French or Spanish speaking countries. Eg: Senegal, Venezuela, Martinique, Dominican Republic...</b></p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment	

8	<ul style="list-style-type: none"> <li>• <b>Study</b> the themes of home and local area, holidays, food and drinks</li> <li>• <b>Recognise and learn</b> a variety of words related to these topics.</li> <li>• <b>Study</b> the grammar of verbs, nouns and adjectives.</li> <li>• <b>Conjugate</b> in full regular verbs in the present tense.</li> <li>• <b>Count</b> to 1000 (populations of countries)</li> <li>• <b>Confidently</b> know how to pronounce sounds and words.</li> <li>• <b>Study and use</b> the near future</li> <li>• <b>Study and use</b> the past tense – understand use of the past participle, when to use avoir and être, how to make the past participle agree when using être</li> </ul>	<p>Understanding of other countries which speak French and Spanish. SMSC opportunities</p> <p>Using grammar points (eg. modal verbs) to study human rights</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p> <p>Resilience and perseverance</p> <p>Reading for gist and not always having to give a perfect answer (especially in spoken language)</p>		<p>Past tense – regular and irregular verbs</p> <p>Future tense</p> <p>False friends</p> <p>The negative</p> <p>Comparative</p>	<p><b>Reading</b> Guided reading of age related themed texts + comprehension.</p> <p>Individual / Peer reading of theme texts + comprehension.</p> <p><b>Writing</b> <i>Short practice tasks:</i> 2 per unit building to an extended piece of writing at the end of the unit.</p> <p><i>Extended writing tasks:</i> 1 per unit which aims to provide students with an opportunity to link ideas together and derive meaning.</p> <p><b>Oracy</b> Full response from students.</p> <p><b>Target language specific:</b> Regular 'Call &amp; Response' in lessons.</p> <p>Structured speaking, e.g. role play relating theme of unit.</p>	<p><b>Term 4</b> CLF Listening, Reading assessment</p> <p><b>Term 6 DOYA</b> CLF Writing assessment</p>	<p>Include some <b>geographical facts (topic of holidays) and landscapes to enable students to envision Spanish and French speaking countries in a different context.</b></p> <p><b>Choosing pictures or videos including disabled/SEND people. Talking about their holidays, house or area.</b></p> <p><b>Listening activities: making students aware of the different accents across Spanish and French speaking countries.</b></p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment	
9	<ul style="list-style-type: none"> <li>• <b>Study</b> the themes of leisure &amp; media, healthy living, celebrations and geographic culture</li> <li>• <b>Recognise and learn</b> a variety of words and phrases related to these topics.</li> <li>• <b>Study</b> the grammar of verbs, nouns and adjectives.</li> <li>• <b>Conjugate</b> in full regular verbs in the present tense.</li> <li>• <b>Confidently</b> know how to pronounce sounds and words.</li> <li>• <b>Review and use</b> the near future</li> </ul>	<p>Understanding of differences between UK and other countries which speak French and Spanish. SMSC opportunities</p> <p>Using grammar points (eg. modal verbs) to the school systems and rules.</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p>		<p>Translation English to TL and TL to English</p> <p>Role-Play and Photocards - question words</p> <p>Complex opinions</p>	<p><b>Reading</b> Guided reading of age related themed texts + comprehension.</p> <p>Individual / Peer reading of theme texts + comprehension.</p> <p><b>Writing</b> <i>Short practice tasks:</i> 2 per unit building to an extended piece of writing at the end of the unit.</p> <p><i>Extended writing tasks (exam style question):</i></p>	<p><b>Y9 PPE Term 6</b> CLF Listening and Reading</p> <p><b>End of topic assessments –</b> Listening, Reading and Writing</p> <p><b>Term 3</b> CLF Writing</p>	<p>Include the <b>learning of French and Spanish history and colonisation.</b></p> <p><b>Talk about how BAME people shaped historical events linked to current events. Eg: immigration, sports, literature, musics.</b></p>

	<ul style="list-style-type: none"> <li>• <b>Review and use</b> the past tense – understand use of the past participle, when to use avoir and être, how to make the past participle agree when using être</li> <li>• <b>Understand and express</b> more complex opinions</li> </ul>	<p>Resilience and perseverance</p> <p>Reading and listening for gist and not always having to give a perfect answer (especially in spoken language)</p> <p>Develop confidence to express themselves in French and Spanish and hold a short conversation in the target language.</p>			<p>1 per unit which aims to provide students with an opportunity to link ideas together and derive meaning.</p> <p><b>Oracy</b> Full response from students.</p> <p><b>Target language specific:</b> Regular 'Call &amp; Response' in lessons.</p> <p>Structured speaking, e.g. role play relating theme of unit.</p>	<p><b>Include festivals in Guadeloupe, Martinique, Morocco, French Polynesia and different events across the year.</b></p> <p><b>Talk about the various foods not just in France or Spain but also Cuba, Dominican Rep., Argentina...etc.</b></p> <p><b>Talk about a typical day in the Canary Islands, in Reunion Island and include pictures as much as possible so students are aware of the geographical differences. Include maps of countries to ensure a good knowledge of countries around the world.</b></p>
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10	<ul style="list-style-type: none"> <li>• <b>Study</b> the themes of family, friends and relationships, home, local area, travel and tourism and global issues</li> <li>• <b>Recognise and learn</b> a variety of words and phrases related to these topics.</li> <li>• <b>Study</b> the grammar of verbs, nouns and adjectives.</li> <li>• <b>Conjugate</b> in full regular verbs in the present tense.</li> <li>• <b>Confidently</b> know how to pronounce sounds and words.</li> <li>• <b>Review and use</b> the near future</li> <li>• <b>Review and use</b> the past tense – understand use of the past participle, when to use avoir and être, how to make the past participle agree when using être</li> <li>• <b>Understand and express</b> more complex opinions in a variety of tenses</li> </ul>	<p>Understanding of differences between UK and other countries which speak French and Spanish. SMSC opportunities</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p> <p>Resilience and perseverance</p> <p>Reading and listening for gist and not always having to give a perfect answer (especially in spoken language)</p> <p>Develop confidence to express opinions about the topics studied in French and Spanish and hold a more structured conversation in the target language.</p> <p>Practise how to deal with unpredictable and unprepared questions and be able to answer them (written and oral fluency)</p>		<p>Imperfect and future tenses</p> <p>Preterite and present perfect</p> <p>Differences between SER and ESTAR</p> <p>Develop answers and use a varied vocabulary</p>	<p><b>Reading</b> Guided reading of age related themed texts + comprehension.</p> <p>Individual / Peer reading of theme texts + comprehension.</p> <p><b>Writing</b> <i>Short practice tasks:</i> 2 per unit building to an extended piece of writing at the end of the unit.</p> <p><i>Extended writing tasks (exam style question):</i> 1 per unit which aims to provide students with an opportunity to link ideas together and derive meaning.</p> <p><b>Oracy</b> Full response from students.</p> <p><b>Target language specific:</b> Structured speaking, e.g. role play relating theme of unit / Past paper speaking exercises.</p>	<p><b>Term 6 Y10 PPE</b></p> <p><b>End of topic assessments</b> – Listening, Reading and Writing</p> <p><b>Term 3 and 5</b> Speaking assessment – Role-play, photocard</p> <p>Ongoing – general conversation</p>	<p><b>Ensure a wide representation of Spanish and French speaking countries.</b></p> <p><b>Students should have a broad understanding of how many countries speak French and Spanish around the world. They should have a clear idea of different landscapes and various populations populating those countries.</b></p> <p><b>In lessons, Represent different families, same gender marriage and choose pictures wisely to be inclusive.</b></p> <p><b>Incorporate pictures representing different ethnicities and religions (Moroccan muslim family, catholic Spanish family...etc).</b></p> <p><b>Include videos showing what other</b></p>

							<p>Spanish/French speaking countries look like along with the different accents (Quebec, Colombia...etc). Typical neighbourhoods in various countries. Represent festivals in all French and Spanish countries, not just France and Spain.</p> <p>Adapt pictures to different topics but ensure to be inclusive.</p> <p>Sport should also represent different teams around the world, disabilities (paralympics), men and women.</p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment	
11	<ul style="list-style-type: none"> <li>• <b>Study</b> the themes of social and global issues, school and future careers and ambitions</li> <li>• <b>Recognise and learn</b> a variety of words and phrases related to these topics.</li> <li>• <b>Study</b> the grammar of verbs, nouns and adjectives.</li> <li>• <b>Conjugate</b> in full regular verbs in the present tense.</li> </ul>	<p>Understanding of differences between UK and other countries which speak French and Spanish. SMSC opportunities</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p>		<p>General conversation Grade 9 phrases – subjunctive</p>	<p><b>Reading</b> Guided reading of age related themed texts + comprehension.</p> <p>Individual / Peer reading of theme texts + comprehension.</p> <p><b>Writing</b> <i>Short practice tasks:</i> 2 per unit building to an extended piece of writing at the end of the unit.</p>	<p><b>Term 2 and 3 Y11 PPE</b> (Listening, Speaking, Reading and Writing)</p> <p><b>End of topic assessments</b> (Listening, Reading and Writing)</p>	<p>Ensure a wide representation of Spanish and French speaking countries.</p> <p>Students should have a broad understanding of how many countries speak French and</p>

	<ul style="list-style-type: none"> <li>• <b>Confidently</b> know how to pronounce sounds and words.</li> <li>• <b>Review and use</b> the near future</li> <li>• <b>Review and use</b> the past tense</li> <li>• <b>Understand and express</b> more complex opinions in a variety of tenses</li> <li>• <b>Translate</b> in French and English</li> </ul>	<p>Resilience and perseverance</p> <p>Reading and listening for gist and not always having to give a perfect answer (especially in spoken language)</p> <p>Answer questions in French and Spanish and being able to understand key message in long extracts and literary texts.</p> <p>Develop confidence to express opinions about the topics studied in French and Spanish and hold a more structured conversation in the target language.</p>			<p><i>Extended writing tasks (exam style question):</i> 1 per unit which aims to provide students with an opportunity to link ideas together and derive meaning.</p> <p><b>Oracy</b> Full response from students.</p> <p><b>Target language specific:</b> Structured speaking, e.g. role play relating theme of unit / Past paper speaking exercises.</p>	<p><b>Spanish around the world. They should have a clear idea of different landscapes and various populations populating those countries.</b></p> <p><b>In lessons, Represent different families, same gender marriage and choose pictures wisely to be inclusive.</b></p> <p><b>Incorporate pictures representing different ethnicities and religions (Moroccan muslim family, catholic Spanish family...etc).</b></p> <p><b>Include videos showing what other Spanish/French speaking countries look like along with the different accents (Quebec, Colombia...etc). Typical neighbourhoods in various countries. Represent festivals in all French and</b></p>
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							<p>Spanish countries, not just France and Spain.</p> <p>Adapt pictures to different topics but ensure to be inclusive.</p> <p>Sport should also represent different teams around the world, disabilities (paralympics), men and women.</p>
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