

KS3

MFL

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2019-2020

Curriculum Intent including key skills and key concepts

Rationale for KS3 Curriculum

Overview
Learning a language is an important skill as it develops memory, reasoning, logical thinking, communication and listening skills, all of which are transferable to other subjects and activities. In today's ever-changing, technology-based global economy, employers and governments are looking for highly skilled individuals who can communicate in a variety of languages. People with these skills are often able to earn more than the average. For many students a good GCSE languages grade opens the door to further opportunities in their chosen subject at university e.g. an Erasmus funded placement, a work experience opportunity abroad or access to overseas conferences and field work. The KS3 curriculum contains several broad topics per year. Within each topic there is an End of Unit test based on to different skill areas (see SOW) but also contains activities covering the rest of areas in order to balance them. There are plenty of opportunities for oracy and literacy development. There is explicit focus on the teaching of new vocabulary and grammar acquisition.

Oracy across all KS3 classes: afl, group and paired discussions; GCSE role play; GCSE alike writing; speeches; vocabulary and grammar development.

Year 7 In Year 7 half of the students study French and half study Spanish in ability groups. Students will have experience in the four skill areas of listening comprehension, reading comprehension, speaking and writing. The topics they study include a variety of useful skills, such as telling the time, giving directions and talking about members of their family. Students will be expected to:

- Listen carefully to distinguish new sounds
- Learn vocabulary and spellings by heart
- Become used to looking up words that they are not familiar with
- Complete a number of set independent study activities over the course of the year.

Year 8 - In Year 8 all students continue with either French or Spanish (the language they started in Year 7). Students will continue to develop their four skills of listening, speaking, reading and writing. In French the topics they study include eating out, shopping, school life abroad and how to use different tenses. In Spanish the topics they study include describing your family, your hobbies and where you live. In both languages students will be expected to:

- Write longer sentences and work with more accuracy
- Use a bi-lingual dictionary
- Improve their ability to learn vocabulary and spellings by heart
- Start to work in the Future and Past tenses as well as the Present.
- Produce a certain number of set independent study activities over the course of the year as well as smaller activities set on a weekly basis

Year 9 - Students will continue with their language laying the foundations for the GCSE course in Key Stage 4. In Year 9, the topics include:

- Local area, holidays and travel
- School
- Socialising, hobbies and family relations

Students opting to study a language in KS4 are set together in Late January and non-opters are set in FCSE sets and complete a series of exams to achieve a Foundation Certificate in Secondary Education (AQA, writing and reading short course)

As a rural, coastal school, we find that a lack of global awareness and understanding of the importance of learning Foreign Languages are major barriers to students in KS3.

We have chosen Edexcel and we also use Pearson's Active Teach as the foundation and the stepping stone of our KS3 teaching, as it ensures that each topic is designed to develop skills required for GCSE and also contains relevant content that enhances the students' understanding of the text.

In KS3 we have a specific focus developing vocabulary, key linguistic features and grammar. Each unit builds in specific time for reflection and for students to make improvements to their work, placing special attention to extended writing and extended speaking. We also deliver lessons heavily based on metacognition skills in order to promote our students enhance their skills further.

In addition, to foster a culture of 'Love for languages' we have embedded opportunities to learn through engaging and students-interest-related activities that take place regularly after End of Unit tests: foreign films, foreign country projects, IT-room based lessons using Duolingo, Seneca, Quizlet, Kahoot, etc. or interactive dramas like BBC Mi vida loca.

We believe firmly that all students are entitled to a rich and varied MFL experience in which they both progress rapidly and foster a love for foreign languages.

Relevant Department Interventions and Support and Access Arrangements

The department liaise with the Access Arrangement assessor from Y9.

We hold regular discussions to evaluate and make the pertinent changes to our evaluation tools. We also discuss individual students' progress and set interventions in place: seating plan arrangements, moving students sets, setting extra homework or creating differentiated resources.

Mid Unit Tests are used across Y7, Y8 and Y9 to promote stepping stones and check points for teachers to be able to monitor progress and intervene in appropriate circumstances.

Every year a very small number of students in Y7 & Y8 have one to one GCSE lessons to fast track them to their GCSE exam. They normally take their GCSE language exams at the end of Year 8. So far we've covered French, Spanish, Polish, Greek and Thai.

Enrichment Opportunities

Year 7
Paris and Disneyland trip (2019, recurrent).
Languages into jobs event (2020, recurrent every year)
Pilton MFL Speaking – judged by MFL teachers and foreign students.
Cultural presentations from European students studying in school covering topics like School in France or Festivities in Spain.
Foreign film club (run by student leaders)
Termly cultural lesson (food tasting, festivities projects, cultural awareness)
Year 7 International Carol Concert

Year 8
Pilton MFL Speaking – judged by MFL teachers and foreign students.
Cultural presentations from European students studying in school covering topics like School in France or Festivities in Spain.
Foreign film club (run by student leaders)
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Year 9
Pilton MFL Speaking – judged by MFL teachers and foreign students.
Cultural presentations from European students studying in school covering topics like School in France or Festivities in Spain.
Foreign film club (run by student leaders)
Termly cultural lesson (food tasting, festivities projects, cultural awareness)

Links to Key Stage 4 and 5

KS4 Links
Our KS3 assessment objectives are linked completely with those of GCSE MFL. When assessing MFL skill areas (Writing, Speaking, Reading and Listening) students are taught the necessary techniques for preparing for and answering GCSE questions. Key terminology, core vocabulary and grammar are taught throughout the KS that is embedded by the time students are ready for GCSE.

From January, Y9 are effectively beginning their GCSE course and students are further introduced to the exam style questions that are used in GCSE.

KS5 Links
From Y7, students are encouraged to embrace different cultures and languages. End of term projects, lessons in IT suits and visual materials such as interactive films or cultural films promote a willingness in students who then want to know more, investigate and discover new and different cultural aspects.. Key terminology is taught throughout the KS that is inevitably of great use for the A Level English language and Literature course we follow.

Attached Documentation

Document	Tick if present
Department Improvement Plan	In process
Exam Review	Attached
Curriculum and Progression Map for Year 7-13	Attached and on S: drive
Dept Assessment Calendar 7-9	All on S: drive
Assessment Tasks & Criteria	All on S: drive
Terminal Assessment(s)	All on S: drive
Schemes of Work Year 7-9	Attached and on S: drive