

Learning a foreign language provides **an opening to other cultures** and promotes **diversity and tolerance**. A high-quality languages education should foster students' curiosity and **deepen their understanding of the world**. Our KS3 and KS4 curriculum provides a solid basis for transition to the skills required at GCSE level and beyond, whilst giving students the ability and confidence to manipulate and produce the target language confidently and accurately, in the spoken and written form.

Learning a language not only helps to develop a cultural awareness but it also promotes problem solving, thinking skills, literacy and numeracy skills. Our curriculum aims to enable pupils **to communicate well in French, expressing themselves freely, whilst giving and justifying points of view**. We want to equip our students with the skills and knowledge to be able **to study or work in other countries**.

We want to make our students aware of the value and importance of learning a language, and we aim to develop their respect for others, both in our community and around the world, building their cultural capital and widening their horizons through the use of authentic materials, class activities, cultural events and trips.

We aim to equip our students to study languages post 16, and in the longer term to be able to work with people from around the world. We focus on developing their competences in listening, reading, speaking and writing, building up their independence and self-confidence over 5 years.

We aim to ensure that:

- our students understand and can respond orally and in writing to language from a variety of sources
- they speak with increasing confidence and spontaneity, mastering phonics and pronunciation
- they use the variety of grammatical structures they have learnt when communicating their own ideas to produce coherent language in several timeframes

## MFL Curriculum Plan Overview : A 5 year journey

**Year 1 & Year 2 (Years 7&8) :** National Centre for Excellence for Language Pedagogy (NCELP) : In Years 7 and 8 we are teaching the NCELP schemes of work, which are proposed as examples of how language knowledge and practice can be sequenced and re-visited systematically to support progression in the early stages of language development within a low exposure foreign language setting. These schemes take account of the national curriculum programmes of study for key stages 2 and 3. They build on the foundations of grammar, vocabulary and linguistic competence envisaged by the programmes of study for key stages 2 and 3, increasing the level of linguistic and cognitive demand. Linguistic content focuses largely but not exclusively on the most commonly occurring vocabulary.

**Year 3 (Year 9) :** Bridging Year : Year 9 builds on the knowledge secured in Years 7 and 8 through the NCELP Scheme of Work and provides a sound foundation towards the skills and knowledge required at GCSE level in KS4. In Year 9 there is a review and extension of key grammar points already explored as well as a focus on vocabulary acquisition across several different topics that will link to the GCSE syllabus. We will begin to embed the grammar and vocabulary required when giving descriptions and preferences across a range of topics. Our final module in Year 9 is a cultural exploration of a number of francophone countries and the differences and similarities between these countries and our own.

**Year 4 (Year 10) :** GCSE Year 1 (AQA syllabus) See topics below

**Year 5 (Year 11) :** GCSE Year 2 (AQA syllabus) See topics below

## Year 7 Assessment Window 1 – Spring 1 (w/c 12.01.26), Assessment Window 2 – Summer 1 (w/c 20.04.26)

Term	Content	Sequencing	Assessment	Careers links & Experiences
<b>Autumn 1</b> <b>8 weeks</b>	<p><b>Week 1 – Intro / booklets / homework / expectations</b></p> <p><b>Week 2 - T1.1 (Lessons 1&amp;2)</b></p> <p><b>Week 3 – T1.1 (Lessons 3&amp;4)</b></p> <p><b>Week 4 – T1.1 (Lessons 5&amp;6)</b></p> <p><b>Week 5 – T1.1 (Lessons 7&amp;8)</b></p> <p><b>Week 6 – T1.1 (Lessons 9&amp;10)</b></p> <p><b>Week 7 – T1.1 (Lessons 11&amp;12)</b></p> <p><b>Week 8 – T1.1 (lessons 13&amp;14)</b></p> <p><b>Key content lessons 1&amp;2 : Describing a thing or a person</b> (je suis, tu es), learning about Silent Final Consonant (SFC)</p> <p><b>Key content lessons 3&amp;4 : Describing a thing or person</b> (il/elle est). the sound 'i'</p> <p><b>Key content lessons 5&amp;6 : Saying what people have</b> (j'ai, il/elle a), the sound 'e'</p> <p><b>Key content lessons 7&amp;8 : Describing what people have</b> (j'ai, tu as, il/elle a), the alphabet, the sound 'u'</p> <p><b>Key content lessons 9&amp;10 : Distinguishing between having and being</b> (j'ai, tu as, il/elle a, je suis, tu es, il/elle est), feminisation of nouns and job titles, Silent Final E (SFE)</p> <p><b>Key content lessons 11&amp;12 : Talking about a thing or a person</b>, definite article 'the', s-liaison, the sound '-en / -an'</p> <p><b>Key content lessons 13&amp;14 : Talking about doing / making things</b> (je fais, tu fais + le/la/les/l'), the sound 'é / è'</p>	<p><b>Previous topics built on in this topic:</b></p> <p>None – All new content for most students</p>	<p><b>Formative assessment:</b></p> <p>Weekly homework tasks</p> <p><b>Summative assessment:</b></p> <p>Small vocab test for department use only in Lesson 4</p> <p>Small grammar test for department use only in Lesson 8</p>	<p>Teaching English as a foreign language</p> <p><a href="#">English as a foreign language (EFL) teacher   Explore careers   National Careers Service</a></p>

Term	Content	Sequencing	Assessment	Careers links & Experiences
<b>Autumn 2</b> <b>7 weeks</b>	<p> <b>Week 1 – T1.2 (Lessons 15&amp;16)</b>  <b>Week 2 – T1.2 (Lessons 17&amp;18)</b>  <b>Week 3 – T1.2 (Lessons 19&amp;20)</b>  <b>Week 4 – T1.2 (Lessons 21&amp;22)</b>  <b>Week 5 – T1.2 (Lessons 23&amp;24)</b>  <b>Week 6 – T1.2 (Lessons 25&amp;26)</b>  <b>Week 7 – T1.2 (Lessons 27&amp;28)</b> </p> <p> <b>Key content lessons 15&amp;16 : Extended Reading task : Sept Couleurs Magiques</b>, the sound ‘ai’, the sound ‘oi’  <b>Key content lessons 17&amp;18 : Saying what people do</b>, faire with equivalents other than do/make, the sound ‘ch’, the sound ‘ç / c’  <b>Key content lessons 19&amp;20 : Saying what people like to do</b>, what is a verb?, -er verbs (je/tu/il/elle), 2 verb structures (aimer + infinitive), the sound ‘j / soft g’, the sound ‘qu’, present simple used with it’s continuous meaning (is...ing), 2 verbs in a sentence  <b>Key content lessons 21&amp;22 : Saying what people do to others</b>, preposition ‘à’ with some verbs (to/at), the sound ‘-tion’, the sound ‘ien’  <b>Key content lessons 23&amp;24 : Saying what you do with others</b>, -er verbs (je/tu/il/elle/nous), SFC revisited, CaReFuL consonants  <b>Key content lessons 25&amp;26 : Saying what others do</b>, -er verbs (il/elle and ils/elles), the sound ‘a’ revisited  <b>Key content lessons 27&amp;28 : Saying ‘you’ singular and plural</b>, -er verbs (vous), the sound ‘i’ revisited         </p>	<p> <b>Previous topics built on in this topic:</b> </p> <p>           Building and consolidating vocab and grammar from previous lessons (see left)         </p>	<p> <b>Formative assessment:</b> </p> <p>           Weekly homework tasks         </p> <p> <b>Summative assessment:</b> </p> <p>           None due to Assessment Week 1 early in Spring 1         </p>	<p>           Working as a bilingual secretary         </p> <p> <a href="#">Bilingual secretary   Explore careers   National Careers Service</a> </p>

Term	Content	Sequencing	Assessment	Careers links & Experiences
<b>Spring 1 6 weeks</b>	<p><b>Week 1 – Revision and combined Term 1.1 &amp; 1.2 assessment</b>  <b>Week 2 – Assessment feedback : purple pen</b>  <b>Week 3 – T2.1 (Lessons 29&amp;30)</b>  <b>Week 4 – T2.1 (Lessons 31&amp;32)</b>  <b>Week 5 – T2.1 (Lessons 33&amp;34)</b>  <b>Week 6 – T2.1 (Lessons 35,36&amp;37 – Miss out lesson 38)</b></p> <p><b>Key content lessons 29&amp;30 :</b> <i>Saying how many there are</i>, ‘il y a’ with numbers and nouns, regular plural marking on nouns revisited, the sound ‘eu’ revisited, ‘des’ (plural definite article)  <b>Key content lessons 31&amp;32 :</b> <i>Describing your family</i>, être (nous/vous), regular plural marker on adjectives (-s), the sound ‘e’ revisited  <b>Key content lessons 33&amp;34 :</b> <i>Saying what people have</i>, avoir (nous/vous/ils/elles), the sound ‘au’ revisited, s-liaison revisited  <b>Key content lessons 35,36 &amp;37 :</b> <i>Saying what people do</i>, faire (nous/vous), the sound ‘u’ revisited, t-liaison, talking about belongings, possessive adjectives (mon, ma, mes / ton, ta, tes), n-liaison</p>	<p><b>Previous topics built on in this topic:</b></p> <p>Building and consolidating vocab and grammar from previous lessons (see left)</p>	<p><b><u>Formative assessment:</u></b></p> <p>Weekly homework tasks</p> <p><b><u>Summative assessment:</u></b></p> <p><b>Assessment Week 1</b> w/c 12.01.26</p>	<p>Working as a translator</p> <p><a href="#">Translator   Explore careers   National Careers Service</a></p>

Term	Content	Sequencing	Assessment	Careers links & Experiences
<b>Spring 2</b> <b>5 weeks</b>	<p><b>Week 1 – T2.2 Week 1 (Lesson 39&amp;40)</b>  <b>Week 2 – T2.2 Week 2 (Lesson 41&amp;42) (Miss out lesson 43&amp;44)</b>  <b>Week 3 – T2.2 Week 3 (Lesson 45&amp;46)</b>  <b>Week 4 – T2.2 Week 4 (Lesson 47&amp;48)</b>  <b>Week 5 – Revision for Assessment Week 2 / Catch-up</b></p> <p><b>Key content lessons 39&amp;40 : Saying where people go</b>, singular forms of aller (je/tu/il/elle), the sound ‘ou’ revisited, preposition à + definite article (au, à la)  <b>Key content lessons 41&amp;42 : Saying where people go on holiday</b>, à l’ / aux before a vowel or plural noun, SFE revisited, x-liaison  <b>Key content lessons 45&amp;46 : Saying where people go</b> (countries), aller (nous), the use of ‘à’  <b>Key content lessons 47&amp;48 : Talking about peoples’ lives</b>, revisiting present tense regular -er verbs, the uses of ‘en’ and ‘à’ (to ‘v’ in), the sound ‘on’ revisited</p>	<p><b>Previous topics built on in this topic:</b></p> <p>Building and consolidating vocab and grammar from previous lessons</p>	<p><b>Formative assessment:</b></p> <p>Weekly homework tasks</p> <p><b>Summative assessment:</b></p> <p>None, due to Assessment Week 2 early in Summer 1</p>	<p>Working as an interpreter</p> <p><a href="#">Interpreter   Explore careers   National Careers Service</a></p>
<b>Summer 1</b> <b>9 weeks</b>	<p><b>Week 1 – Revision for Assessment Week 2</b>  <b>Week 2 – Assessment Week 2 assessment</b>  <b>Week 3 – Assessment feedback : purple pen</b>  <b>Week 4 – T3.1 Week 1 (Lesson 49&amp;50)</b>  <b>Week 5 – T3.1 Week 2 (Lesson 51&amp;52)</b>  <b>Week 6 – T3.1 Week 3 (Lesson 53&amp;54)</b>  <b>Week 7 – T3.1 Week 4 (Lesson 55&amp;56)</b>  <b>Week 8 – Catch-up / Consolidation / Cultural Film</b>  <b>Week 9 – Catch-up / Consolidation / Cultural Film</b></p>	<p><b>Previous topics built on in this topic:</b></p> <p>Building and consolidating vocab and grammar from previous lessons</p>	<p><b>Formative assessment:</b></p> <p>Weekly homework tasks</p> <p><b>Summative assessment:</b></p> <p><b>Assessment Week 2 w/c 20.04.26</b></p>	<p>Working in air traffic control</p> <p><a href="#">Careerpilot : Job sectors : Maths : Job profiles : Air traffic controller</a></p>

	<p><b>Key content lessons 49&amp;50 : Asking and answering questions,</b> verbs like prendre / dire in the present tense (je, tu, il/elle), the sounds ‘-ain / -in’ revisited, inversion questions</p> <p><b>Key content lessons 51&amp;52 : Asking questions about others,</b> verbs like sortir (present tense je, tu, il/elle), verbs like venir (present tense je, tu, il/elle), inversion questions (two-verb structures), inversion questions (il/elle), the sounds ‘è’ and ‘ê’ revisited</p> <p><b>Key content lessons 53&amp;54 : Using questions words,</b> ‘quel’ ‘v’ ‘quelle’, information questions with inversion, the sound ‘ai’ revisited</p> <p><b>Key content lessons 55&amp;56 : Talking about what <i>isn’t</i> happening,</b> negation ‘ne...pas’ with single verb structures, the verb ‘dormir’ (je, tu, il/elle), the sound ‘oi’ revisited</p>			
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