**KS3 CURRICULUM**

**NATIONAL CURRICULUM**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239083/SECONDARY\_national\_curriculum\_-\_Languages.pdf**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf%26amp;sa%3DD%26amp;ust%3D1571057995727000&sa=D&ust=1571057995820000&usg=AFQjCNHVwachkVrVcBaSHY-yDN14JpLpeA)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**The national curriculum for languages aims to ensure that all pupils:**

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied

**Grammar and vocabulary:**

* identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
* use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
* develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
* use accurate grammar, spelling and punctuation

**Linguistic competence:**

* listen to a variety of forms of spoken language to obtain information and respond appropriately
* transcribe words and short sentences that they hear with increasing accuracy
* initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
* express and develop ideas clearly and with increasing accuracy, both orally and in writing
* speak coherently and confidently, with increasingly accurate pronunciation and intonation
* read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
* read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

**KS3 CURRICULUM**

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|  | **Intent** | **Implementation** | **Impact** |
| **KS3 Curriculum** | MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.  The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language.  The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.  The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It is also serves to enrich students’ use of their mother tongue through comparison of the language and culture of another country.  Differentiation, particularly for SEND, should enable all learners to reach their full potential.  The curriculum is challenging for the most able as it deals with topics requiring higher order thinking, such as the environment and global issues.  The curriculum promotes skills transferable to a wide range of careers. | All Year 7 students are provided with the opportunity to study French or German (alternate years). Students are taught in mixed ability at the beginning of Year 7 and will then be allocated sets in the first term at Cowley.  Languages are studied at Primary School, and the MFL Dept. has worked with several feeder schools through the language leaders’ programme. MFL students have gone into the primary schools and taught French/German.  Languages are further promoted prior to Year 7 through the Taster Days where MFL plays a prominent role. Some students are already familiar with KS3 vocabulary topics, and the Year 7 schemes of work build on this through the nomination of language leaders in the Year 7 lessons.  Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.  Teaching is based on a differentiated curriculum across all years.  Students are expected to develop familiarity of meta-linguistic terminology and lessons are partially taught in the target language.  Teachers use a wide range of strategies to suit all learning styles and needs.  Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material.  Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers. | % students making expected progress  % students continuing with language learning at GCSE  Evidence of wider cultural and intellectual enrichment  Participation in foreign trips/language enrichment events |

**GCSE CURRICULUM**

**DfE GCSE MFL CONTENT**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485567/GCSE\_subject\_content\_modern\_foreign\_langs.pdf**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf%26amp;sa%3DD%26amp;ust%3D1571057995750000&sa=D&ust=1571057995824000&usg=AFQjCNFhV0RSjTWOTznV_aIimxyKXp_3Fg)

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students’ horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

**GCSE MFL courses should enable students to:**

* develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
* express and develop thoughts and ideas spontaneously and fluently
* listen to and understand clearly articulated, standard speech at near normal speed
* deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
* acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
* develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
* be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
* develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
* develop language strategies, including repair strategies

**GCSE SPECIFICATIONS**

**FRENCH –**[GCSE French Specification Issue 1 (pearson.com)](https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf)

**GERMAN-** [GCSE German Specification 2024 Issue 1 (pearson.com)](https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/specification-and-sample-assessments/gcse-9-1-german-specification.pdf)

GCSE French/German helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in the country to international campaigns and events. You will learn about French/German culture through a range of interesting topics, which will add to your understanding of the language and country.

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.  Taking GCSE French/German means you will:

* add an extra dimension to your personal skills profile which will impress anyone who reads your CV
* be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
* be able to work or study in a French-speaking/German- speaking country in later life
* be able to study AS and A level French/German courses to further your knowledge of the language and culture
* find it easier to learn other languages later if you want to

**GCSE CURRICULUM**

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|  | **Intent** | **Implementation** | **Impact** |
| **GCSE Curriculum** | MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.  The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication.  The GCSE curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts .  The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It is also serves to enrich students’ use of their mother tongue through comparison of the language and culture of another country.  Differentiation, particularly for SEND, should enable all learners to reach their full potential.  The curriculum is challenging for the most able as they are expected to be able to manipulate language both for purpose and audience.  Careers: the aim is to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment. | Up to 50% of the cohort will take one language onto GCSE level and can be in groups based on prior attainment and expected outcomes.  The SOW is designed to recap knowledge at the beginning of each module and students are then expected to build on that through targeted skills development and a rigorous assessment framework.  The department produces and shares a variety of creative and engaging resources that are specifically designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the new GCSE exam.  Teaching is based on a differentiated course (Foundation or Higher) across Years 10 and 11.  Students are expected to develop confidence with meta-linguistic terminology and lessons are partially taught in the target language.  Teachers use a wide range of strategies to suit all learning styles and needs, be it at Foundation or Higher tier.  Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged through our lesson routines.  Students are taught to communicate fluently and effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers. | GCSE results - progress and attainment  Evidence of wider cultural and intellectual enrichment  Foreign trips/language enrichment events at university  Former/ MFL students studying languages at university delivering talks to current students |

**A LEVEL CURRICULUM**

**DfE A LEVEL MFL CONTENT**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485569/GCE\_A\_AS\_level\_subject\_content\_modern\_foreign\_langs.pdf**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485569/GCE_A_AS_level_subject_content_modern_foreign_langs.pdf%26amp;sa%3DD%26amp;ust%3D1571057995771000&sa=D&ust=1571057995828000&usg=AFQjCNHEUEEfLxOFsnTkTpsa3NMTcwPhvg)

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content of AS and A level in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers. The content for AS and A level in a modern language has been designed to be of relevance to students of all disciplines, whether they intend to progress to further study in the subject or not. It will provide a robust foundation for those wishing to study a modern language to degree level or equivalent.

AS and A level specifications in a modern language must enable students to:

* enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
* develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
* develop their ability to interact effectively with users of the language in speech and in writing, including through online media
* develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
* engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
* develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
* mediate between cultures and between speakers of the language and speakers of English
* foster their ability to learn other languages
* equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment

**A LEVEL SPECIFICATIONS**

**FRENCH -**[**https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF%26amp;sa%3DD%26amp;ust%3D1571057995778000&sa=D&ust=1571057995829000&usg=AFQjCNGUG55yoynGFY5tQM1QBvIv6d5Xtw)

**GERMAN-**[A-level German Specification for first teaching in 2016 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/german/specifications/AQA-7662-SP-2016.PDF)

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of

transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to

employment or further study, including a modern languages degree.

**A LEVEL CURRICULUM**

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|  | **Intent** | **Implementation** | **Impact** |
| **A Level Curriculum** | MFL serves to enable communication in real life situations and to develop an excellent knowledge of the social and cultural background of target language countries.  The curriculum builds on prior learning at GCSE by allowing students to deepen their knowledge about how language works and enrich their vocabulary in order for them to become fully independent in their use and understanding of the target language in a wide range of contexts and in current affairs.  The A Level curriculum allows students to study the socio-political, historical and literary context of the target language countries.  The curriculum sequences knowledge and skills builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies and complex grammatical structures to near native level.  Differentiation, particularly for SEND, should enable all learners to reach their full potential.  The curriculum is challenging for the most able due to the complex nature of the topic areas and literary content studied at higher level. It encourages self-study and effective time-management skills development.  Careers development is encouraged by enabling access to Higher/Further education. | Lessons are taught in the target language with frequent recourse to the cultural and political sphere of that country. The textbook uses authentic texts and listening exercises using native speakers speaking at normal speed.  A level teachers prepare and deliver engaging and stimulating lessons in the target language. Resources used contain authentic texts and native speakers speaking at normal speed. Knowledge of the language is deepened through the regular study of specific grammar points that complement the area of study.  Students’ knowledge of the foreign country is extended beyond the language to study elements of architecture, music, film and literary works. A book and film are studied in depth and make up one paper on the A level exam.  Teaching is based on a textbook designed to build upon and extend skills learnt at GCSE. An online resource bank is available to students and the work covered in class is supplemented by an A level textbook. Use of target language reinforces structures learnt at GCSE, thereby increasing confidence with the spoken and written language  Teachers use a wide range of strategies to suit all learning styles and needs.  The curriculum enables students to communicate at near to native level and the use of books and films in the target language develop students’ understanding of the language. The speaking element (Individual Research Project) of the A level paper is wholly student led, according to the AQA spec, thereby promoting the necessary skills required for HE/FE.  Students study for an A level language exam which is highly respected in top universities and further develops students’ job marketability. It is widely recognised that Russell Group Universities encourage the study of languages at A Level. Students are also signposted to means of work experience in the TL country to deepen and reinforce knowledge of linguistic and cultural skills. | A Level results - progress and attainment  Evidence of wider cultural and intellectual enrichment  Foreign trips  Students going on to study languages at university |

**Curriculum Beyond the Classroom**

The Cowley MFL Department runs many trips, visits and projects to allow our learners to demonstrate their language skills in authentic situations as well as to experience the culture of the target language countries.

The Cowley MFL Department fosters very strong links with two schools in Germany who regularly visit Cowley, and with whom we contact using videoconferencing and have linked to our local feeder primary schools. In recent years, we have organised trips to Stuttgart, Berlin, Poland, Arras and Paris.

Learners are encouraged to communicate via Pen-pal links or on social media. Partnerships have been created during the regular school visits with our link schools from Germany. Our link to Stuttgart, St. Helens’ twin town, is very strong and Cowley was instrumental in the recent 70th Anniversary of the partnership of the towns – linking MFL with Art and the Performing Arts Department. Recently, a senior teacher from Stuttgart delivered a German A level a masterclass in the German language.

Additionally, learners are given opportunity to attend ‘Language Matters’ events, where they can listen to and engage with visiting speakers regarding life opportunities with languages. Careers form an important part of our delivery across the age and ability range. We constantly reinforce the value of language acquisition in the modern world. With explicit delivery, through relevant topics, students learn about how proficiency in a foreign language enhances career opportunities.Additionally, career knowledge plays an important focus in lessons, whereby we link MFL acquisition to suitable career opportunities and we display career opportunities in our End Point student documents.