

MFL Curriculum Map

Intent – The MFL curriculum aims to give students mastery over a foreign language whilst enriching their own understanding of their mother tongue. Mastery involves fluency and confidence in communication, achieved through a cyclical curriculum which deepens knowledge and understanding at each level through exposure to listening, reading, speaking and writing in equal measure. The students of Conisborough College are growing up in a melting pot of cultures and through studying different languages, students gain an appreciation of different people and their cultures and begin to see the world differently, preparing them to take their place in the global economy and be better placed to understand how others think and communicate.

Implementation – How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? Why are topics taught and why at that point in the curriculum? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides a secure understanding for students who don't continue with individual subjects beyond KS3?								
Term	1	2		3	4	5		6
Year 7	UNIT 1: THE BASICS In both French and Spanish, students begin to learn basic classroom instructions, allowing them to follow the language being used by the teacher in class which is supported through the use of gestures and visuals. In addition to functional, classroom language, students will also learn how to introduce themselves by talking about their age, birthday, name where they live and their interests. They explore new language through all four skills: listening, reading, writing and speaking and are encouraged to take part in conversations with their peers to get to know their classmates better.	UNIT 2: MY FAMILY As students gain proficiency in giving information about themselves and others, they start to personalise their learning by describing family members and talking about their pets. This enables students to gain an understanding of how adjectives are used differently in French and Spanish to in English. The introduction of adjectives also allows students to explore describing photos in preparation for one of the speaking elements at GCSE. Students will also begin writing more extended pieces of work, linking sentences with connectives.	Assessment	UNIT 3: MY INTERESTS Students develop their ability to give opinions on a range of activities and start to justify their opinions as this is a key element for success not only in the GCSE but also when communicating in the wider world. Students also learn how to talk about the weather and how this influences their decisions on what they do in their free time. This module also introduces students to one of the key tenses when communicating: the present indicative which students will repeatedly use to say what they do.	UNIT 4: MY SCHOOL This unit unites skills that students have already been exposed to over the course of they year such as personal descriptions and giving opinions. However, students use these structures whilst looking through the lens of talking about their school. Students continue with their learning of the present tense to ensure that they are confident in forming all groups of verbs whilst also introducing near future and conditional tense structures so students are able to express what they are going to do and would like to do next year.	UNIT 5: MY HOME In the final unit of Year 7, students learn how to say where they live and give opinions on their region. They are introduced to key irregular verbs to express what you can and must do when visiting where they live. Students begin to form more complex sentences by comparing and contrasting positive and negative opinions and saying where they would like to live in the future and why.	Assessment	END OF YEAR ASSESSMENT In this unit, students will concentrate on preparing for the upcoming end-of-year assessment, which will test their proficiency in writing, reading, listening, and speaking. They will engage in focused revision sessions to consolidate the language skills and concepts acquired throughout the year, ensuring they are well-equipped for each component of the assessment. Through a variety of interactive activities and mock assessments, students will build their confidence and refine their abilities.
Year 8	UNIT 6: MY LAST HOLIDAY We begin Year 8 with a unit on holidays to help students contextualise their learning and apply it to recent experiences. This unit introduces the past tense, a crucial concept that we will revisit throughout the year in each unit. Heavy emphasis is placed on this tense as its use is essential in day-to-day communication and in passing the GCSE. Students are taught countries, modes of transport and activities that they did on holiday and students are encouraged to be	UNIT 7: MUSIC, MEDIA AND FILM In this unit, students explore their personal interests by learning about a range of media, such as music, TV shows, films, books and vloggers. Students deepen their knowledge of giving opinions by using more complex sentence structures and using comparatives and superlatives. Through this		UNIT 8: GOING OUT This unit revisits and extends some vocabulary and grammar from year 7, such as the present and near future tenses. Students learn to make and reject invites to go out with friends and talk about a party. Students take part in role-play speaking activities to develop their spontaneity in speaking and prepare them for this element of the GCSE.	UNIT 9: STAYING HEALTHY In this unit, students develop their ability to discuss daily routines and express opinions about them, including any changes they wish to make. They also explore simple healthy and unhealthy habits, learning to offer recommendations to others through the use of modal verbs. Through interactive exercises,	UNIT 10: MY DREAM JOB Students will learn different jobs and the tasks and skills that they involve. They will practice the conditional and the near future tense by talking about what they would like to do and what plans they have for the future. Students will be introduced to the simple future tense, meaning students are able to express themselves across three time frames: past, present and		END OF YEAR ASSESSMENT In this unit, students will focus on preparing for their end-of-year assessment, which evaluates their skills in writing, reading, listening, and speaking. They will participate in targeted revision sessions to reinforce the language concepts and abilities developed over the year, ensuring they are ready for each section of the exam. Through a mix of interactive exercises and practice assessments, students will boost their confidence and

	imaginative when talking about their past holidays. This unit also enables students to recap the present tense that they were taught in Year 7 so they can compare their usual holiday with their most recent holiday. The recycling and embedding of tenses is paramount to success in communicating in both French and Spanish.	unit, teachers use authentic media sources to develop students' understanding of the language and culture they are studying. This is essential in developing tolerance and appreciation of other cultures as we prepare our students to become global citizens.			students will strengthen their ability to listen, respond, and communicate clearly in various scenarios.	future, using a range of tenses. We place emphasis on the teaching and practice of tenses as they are vital in becoming fluent communicators as well as underpinning the GCSE specification and success criteria.		sharpen their skills. This thorough preparation will not only help them perform well in the assessment but also strengthen their overall language proficiency for future learning.
Year 9	UNIT 11: RELATIONSHIPS Students revisit family members and descriptions studied in Y7. They will also gain more vocabulary related to relationships and giving opinions using more complex structures. They revisit the past and present tenses learnt in Y7 and 8, and practice the near future tense by talking about what they are going to do with family or friends. They will continue working on using three tenses together as this is paramount to success at GCSE. This unit helps prepare students for Theme 1 of the GCSE specification.	UNIT 12: FESTIVALS AND TRADITIONS Students revisit daily routines and reflexive verbs, introduced in the previous unit, however, they explore their use in the past tense. They also build on the food and drink vocabulary seen in Year 8, and learn about important festivals in Francophone and Hispanic countries. Students learn how to give more complex opinions and recommendations regarding different festivals and music events.		UNIT 13: CITY OR REGION IN A TL COUNTRY In this unit, students further develop their understanding of and ability to compare different countries and cultures. They deepen their knowledge of the Hispanic/Francophone world or region. It is important that students are exposed to a range of countries where French or Spanish is spoken so they can develop an understanding of cultural differences whilst recognising that the thing that unites these countries and regions is language. It also enables some students to explore and describe their cultural heritage to others. The unit's cultural focus allows teachers to revisit core concepts such as the use of different tenses, sentence structure and using synonyms to avoid repetition.	UNIT 14: THE WORLDS AROUND US Students study different social and global issues and are given the opportunity to extend their knowledge about world-wide issues through the target language, using knowledge they might have acquired via other areas of the curriculum such as Geography or PSHE. Students are introduced to the conditional and perfect tenses to talk about what they would do to improve the world in which they live and how the world has changed. This unit challenges students to explore polemic topics such as the environment, discrimination and social injustice through the lens of providing help and support. Whilst students build on their linguistic knowledge, they are also developing their ideas about current and relevant topics.	REVISION AND CONSOLIDATION In this unit, students focus on reviewing and solidifying the language skills and concepts introduced in previous modules and across KS3. They revisit key vocabulary, grammar points, and themes to ensure a thorough understanding of each topic. Through engaging activities, group discussions, and specific exercises, students will strengthen their ability to communicate in various situations. This consolidation will not only boost their confidence in using the language but also equip them for more complex material in the future, providing a strong base for their continued learning journey.		END OF YEAR ASSESSMENT In this unit, students will dedicate their efforts to preparing for the upcoming end-of-year assessment, which will assess their writing, reading, listening, and speaking skills. They will take part in focused revision sessions to solidify the language skills and concepts learned throughout the year, ensuring they are fully prepared for each aspect of the assessment. By engaging in various interactive activities and practice tests, students will enhance their confidence and refine their abilities. This thorough preparation will not only help them excel in the assessment but also enhance their overall language proficiency for future studies.

KS4	Students have 150 minutes of lessons a week which cover all four skills: listening, reading, speaking and writing. Each unit of study finishes with a post-learning check to identify gaps in knowledge which will be revisited over the course							
Unit	1 (7 weeks) Lifestyle, Media and Technology	2 (7 weeks) My Personal World	Mid- Year	Unit 3 (7 weeks) Lifestyle and Well-Being	4 (5 weeks) Studying and My Future	5 Revision and Summer Mocks	EoY Mock	6 Reteach

Year 10	In this unit, students recap vocabulary relating to free-time activities and media and are introduced to vocabulary relating to technology. Students revisit the present tense and adverbs of time to narrate what they do in their free-time. Students also recap the preterite tense and giving complex opinions by describing a disastrous weekend. This unit also enables students to explore the advantages and disadvantages of social media and the impact it has on our lives today, building on their learning from PSHE. This requires students to reflect on their own usage of technology and be mindful about their online presence and how they interact with others. Students practice all four skills regularly in class and revisit elements of the speaking exam, such as describing a photo.	Students revisit the topic of relationships with family members and friends in greater depth by talking about problems in relationships, the modern family and the generational gap. Students also gain cultural understanding by discussing how they celebrate Hispanic festivals and comparing it with their own party. Grammar focuses on reflexive verbs and key irregular verbs such as to be and to have whilst interleaving the preterite tense.		This unit begins by revisiting the food and drink students saw in KS3. This is then used to support broader learning around maintaining a healthy lifestyle, being the best version of yourself and problems faced by the youth of today. Students revisit the imperfect tense to say what they used to eat and how their habits have changed and using the simple future tense to talk about what they will do in the future to maintain a healthy lifestyle.	Students recap key vocabulary from the school units in KS3, looking at subjects, facilities and rules. They then progress to talking about their well-being at school and their plans for the future. Students are introduced to idiomatic phrases which they can use in both their speaking and writing to help them develop greater fluency.	During this unit, students will have the opportunity to recap topics and grammar points covered over the course of the year in preparation for their mock exams which they will sit in all four skills: listening, reading, speaking and writing. Students will also focus on developing their confidence for the speaking exam by recapping some basics in Spanish which will support them in the role-play and photo card elements of the exam.		Once students have completed their end of year mocks in listening, reading, speaking and writing, teachers will analyse areas of grammar and vocabulary which need to be revisited. This time will be used to plug gaps in knowledge and prepare students for the demands of Year 11 by ensuring they are confident on Year 10 content.
Unit Year 11	<div>1 (6 weeks) Travel and Tourism</div> <p>Students focus on international areas of interest by studying holidays. They use their learning from Year 8 to talk about the weather and countries they have visited on holiday. Students revise tenses seen in Year 10 such as the preterite, imperfect, present and conditional tenses to express: discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. Students will also be introduced to the passive voice to describe customs in other countries. Exam-style questions are built into lessons to develop student confidence in preparing for the GCSE.</p>	<div>2 (4 weeks) Revision and Consolidation</div> <p>Students revisit content covered in Year 10 and KS3 in preparation for their mock exams. Students also prepare for their speaking exam, revising a wide range of vocabulary and sentence structures.</p>	Autumn Mock	<div>3 (8 weeks) My Neighbourhood and Global Issues</div> <p>Students build upon content seen in Y8 and 9 related to life in the city and countryside. They practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They continue to practice using more than four tenses together. Students also revisit the topic of the environment, lifestyle and global and social issues seen in Y9, looking at their role within creating a better society based on equality and a positive future. Teachers continue to embed exam skills and revision of previous topics through regular recall activities and the setting of homework.</p>	Spring Mock 2	<div>4 Exam Preparation</div> <p>In all lessons, students focus on exam practise by revising vocabulary across all topics through recall tasks and completing exam-style questions across all exam papers.</p>		

Impact:

Formative assessment is embedded across the MFL curriculum to allow teachers to assess student progress and respond accordingly. At KS3, students develop their ability to peer assess work with staff providing regular feedback on both written and speaking tasks. At KS4, students complete post-learning checks after each unit of study which both teachers and students use to identify gaps in knowledge and understanding, ensuring that these are addressed in subsequent lessons. There will be regular feedback given on the progress made in the four main skills: reading, listening, writing and speaking. The impact of the curriculum in developing students who have an appreciation of different people and their cultures will be assessed through students willingness to participate in lessons, interest in the cultures they are studying, as well as potential interest in other languages and cultures. Enthusiasm for learning about others will also be measured by the uptake at GCSE and interest in continuing with language studies in 6th form and Higher Education. Students will be able to foster their interest in languages and cultures by attending additional language clubs such as Italian and attending trips to the British Film Institute, French Institute and French and Spanish speaking countries.