



Modern Foreign Languages department curriculum intent

MFL purpose of study

At Settle College, the purpose of studying foreign languages is to provide students an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English, alongside learning how language can be manipulated and applied in different ways.

The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages, and supports the development of literacy skills in a pupil's own language.

The MFL department believe that a high-quality languages education will foster a pupil's curiosity and deepen their understanding of the world. Our teaching aim is to 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 also aims to provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Department curriculum intent:

The MFL curriculum at Settle College aims to ensure that all pupils:

- Become successful learners who enjoy learning, make progress and achieve
- Become confident individuals who are able to live safe, healthy and fulfilling lives
- Become responsible citizens who make a positive contribution to society
- 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.

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc. by allowing students to transfer skills from one classroom to another.

As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.



Curriculum mapping

Overall curriculum intent for year 7: By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of French culture.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7 - French	Topic covered: Introductions, personality, family members, likes and dislikes and pets Grammar covered: Using masculine and feminine nouns, using 1 st and 3 rd person. Adjective agreement.	Topics covered: Education, school system Grammar covered: Forming questions, 12hr clock, partitive articles, using 'we' conjugations.	Topics covered: Leisure/Free time activities Grammar covered: Regular -er verbs, using 'jouer à', using the verb 'faire', using 'aimer+infinitive'.	Topics covered: Where I live Grammar covered: Using 'il y a/ il n'y a pas de', learning the difference between tu and vous, definite articles, using 'je veux and on peut + infinitive'.	Topics covered: Holidays Grammar covered: Using nous, using reflexive verbs, near future and conditional tenses (using je voudrais).	Topics covered: Food and eating out Grammar covered: Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.
	Content mapping Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Describe what subjects you like/dislike. Discuss differences between school life in France and UK. Give opinions on teachers and subjects and give reasons.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Using the past tense, students will be able to recall a past holiday.	Discover typical French foods, practise ordering in a café using 'I would like'

Overall curriculum intent for year 7: By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of Spanish culture.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7 - Spanish	Topic covered: Introductions, personality, family members, likes and dislikes and pets Grammar covered: Using masculine and feminine nouns, using 1 st and 3 rd person. Adjective agreement.	Topics covered: Free time activities, likes and dislikes Grammar covered: Giving opinions using 'me gusta + infinitive', using -ar verbs in the present tense, identifying irregular, using question words.	Topics covered: Education, school system Grammar covered: Using ar, er and ir verbs, using the correct denominations for 'some' and 'the', building on adjectival agreement.	Topics covered: Where I live/Family and friends Grammar covered: Using possessive adjectives, the verbs 'ser' and 'tener', using third person verbs and using a dictionary.	Topics covered: Where I live Grammar covered: Giving a description using there is and there are, using 'ir and querer', using the near future tense and using at least two tenses together.	Topics covered: Food and eating out Grammar covered: Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.
	Content mapping Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Describe what subjects you like/dislike. Discuss differences between school life in France and UK. Give opinions on teachers and subjects and give reasons.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Using the past tense, students will be able to recall a past holiday.	Discover typical French foods, practise ordering in a café using 'I would like'



	Content mapping	Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describe what subjects you like/dislike. Discuss differences between school life in Spain and UK. Give opinions on teachers and subjects and give reasons.	Describing your family and their appearance and your house	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Discover typical Spanish foods, practise ordering in a café using 'I would like'
--	-----------------	---	---	--	--	---	--

Year 8 - French	Overall curriculum intent for year 8: By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of French culture.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	Unit covered: TV/Film/ Books/Activities Grammar covered: Using the verbs avoir/être/aller and faire.. Looking at er,ir and re verbs, using the perfect tense.	Unit covered: Paris Grammar covered: Perfect tense (with être) and using regular/irregular verbs. Forming questions.	Unit covered: My identity Grammar covered: Adjective agreement, reflexive verbs, agreeing/ disagreeing and giving reasons. Using the past, present and near future tenses.	Unit covered: Local Area Grammar covered: Comparative adjectives, prepositions, boire/prendre/il faut. Using 3 tenses together.	Unit covered: Talent Grammar covered: Using vouloir, pouvoir and devoir. Using the imperative and superlatives.	Unit covered: Project (World Geography and French speaking countries/ French revolution). Grammar covered: Past, present, future tenses. Adjective agreement.
	Content mapping	Talk about TV/Film interests and describing plots. Discussing reading habits and interests as well as other free time activities.	Lean about tourism in Paris. Discuss what you did on a trip there, where you visited, who you went with. Interviewing a suspect in the "Who stole the Mona Lisa?" mystery.	Talk about relationships and family. Discuss if you get on well or not. Talk about your personality, your music and fashion taste and introduce and discuss your passion.	Describe the area where you live and what your home life is like. Talk about meals and what food to buy. Describe an important event in your local area.	Discuss ambition and encourage and persuade others. Rehearse spoken French and show how much you can do with the language. Discuss talents and abilities.	Learn about the wider French speaking world and the French Revolution.



Year 8 - Spanish	Overall curriculum intent for year 8: By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of Spanish culture.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	<u>Unit covered:</u> Holidays <u>Grammar covered:</u> Using the preterite tense (ir/ser/regular - ar,-er,-ir verbs), expanding sentences with reasons and justifications.	<u>Unit covered:</u> Everything about my life <u>Grammar covered:</u> Revising the present tense, giving opinions, using comparatives and superlatives, using the present and preterite tenses together, using the 3 rd person.	<u>Unit covered:</u> Food <u>Grammar covered</u> Using negatives, using the near future tense, using tú/usted you forms, using 3 tenses together.	<u>Unit covered:</u> Free time and daily routine <u>Grammar covered:</u> Using the conditional tense, using querer and poder, using reflexive verbs, saying ‘this/these’.	<u>Unit covered:</u> Summer (Camps/holiday activities/trips) <u>Grammar covered:</u> Using comparatives, using superlatives, using the imperative, using major and peor.	<u>Unit covered:</u> Project (World Geography and Spanish speaking countries/Civil war) <u>Grammar covered:</u> Past, present, future tenses. Adjective agreement.
	Content mapping	Talk about a past holiday: say what you did, what it was like, who you went with and describe an amazing holiday.	Saying what you use your mobile phone for, describe and explain what type of music you like, talking about TV, discuss what you did yesterday.	Discuss what food you like and describe and compare meal times in Spain and UK, order a meal in a restaurant and complain/give praise to the staff, discuss what to buy at a party, describe a party.	Arrange to go out with friends, make excuses to refuse an invitation, discuss getting ready to go out and your daily routine, talking about clothes and describe fancy dress outfits, talk about sporting events.	Describe a holiday home and holiday activities, ask for and give directions, talk about summer camps in Spain, describe a world trip.	Learn about the wider Spanish speaking world and the Spanish Civil War.



Year 9 - French	Overall curriculum intent for year 9: Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	<u>Unit covered:</u> TV/Cinema/Sport <u>Grammar covered:</u> Revising key present tense verb forms, saying what you like/ don't like doing aimer +infinitive, using reflexive verbs, using masculine and feminine nouns, adjective agreements, using perfect tense, the near future, perfect and imperfect tenses.	<u>Unit covered:</u> Where I live <u>Grammar covered:</u> Using the imperfect and present tense to express where you used to live and where you live now, using comparatives and superlatives "plus/moins", using "on peut/on pourrait" to include conditional tense and future tense. Using adjective agreements, possessive adjectives and three different tenses	<u>Unit covered:</u> Home and Environment <u>Grammar covered:</u> Using the conditional of modal verbs, using more negatives, using the present and the future tenses, using direct object pronouns in the perfect tense, using the passive.	<u>Unit covered:</u> Work and Education (School and part time jobs) <u>Grammar covered:</u> Using expression of time, referring to present, past, future and conditional, adjectives of colour, reflexive verbs in present and perfect.	<u>Unit covered:</u> Tourism <u>Grammar covered:</u> Using the verb "aller", talking about the weather in the past, present and future. Making holiday plans using future and conditional	<u>Unit covered:</u> Food and Drink <u>Grammar covered:</u> Using il faut/ il ne faut pas. Using conditional tense. When talking about food and drink using en (of it/ of them)
	Content mapping	Talking about yourself and other people, talking about hobbies, describing sports, giving opinions about TV programmes or films and talking about new technology	Describing your house, talking about your own room, talking about the advantages and disadvantages of where you live, comparing where you used to live and where you live now	Discussing world issues, talking about problems in your area, discussing the environment, talking about environment projects, understanding new stories.	Talking about what you wear for school, talking about school, your school day, comparing schools in France and in England, talking about school rules and pressures.	Talking about holiday venues, talking about the weather, making holiday plans, talking about a specific holiday, describing a destination and eating out. Talking about past holidays	Talking about food and drink, talking about a healthy lifestyle, discussing addiction and other problems



Year 9 - Spanish	Overall curriculum intent for year 9: Students will use prior knowledge of grammar and vocabulary to build on the topics covered throughout KS3. Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	<u>Unit covered:</u> Hobbies/ likes and dislikes/ Special day <u>Grammar covered:</u> Using the present tense including irregular verbs, using opinion verbs - complex structure me gusta(n)/ me mola(n)/ me chifla(n)_, using the near future tense, revising the preterit	<u>Unit covered:</u> The world of work/ your future <u>Grammar covered:</u> Using tener que +infinitive, using me gustaría (conditional) to say what job you would like to do/ near future tense/ using 3 tenses, using adjectives accurately (position/ agreement)	<u>Unit covered:</u> Lifestyle <u>Grammar covered:</u> Using direct object pronouns, using stem changing verbs, reflexive verbs, using se debe, no se debe , using the complex structure me duele(n).	<u>Unit covered:</u> World issues: children’s rights, environment <u>Grammar covered:</u> Using the verb poder (+inf) using se debería, using the imperfect	<u>Unit covered:</u> Tourism <u>Grammar covered:</u> Using expressions with tener, using the superlative and comparative, using the simple future tense,	<u>Unit covered:</u> Celebrities and Famous places of the Spanish Speaking World <u>Grammar covered:</u> Using 3 tenses, using si clauses, Using complex structures (verb+ infinitive/ comparative/ superlative)
Content mapping	Talk about things you like, talk about your week (including your hobbies/ films), describe a special day in the past, talking about life as a celebrity	Describe what you have to do at work, say what job you would like to do, talk about your qualities, describe jobs and places of work, describe future plans and understand job adverts.	Talking about your diet, an active lifestyle, your daily routine, talking about getting fit, talking about ailments	Talking about children’s rights, fair trade, talking about recycling, talking about how your town has changed,	Revising TV programmes and films, talking about hobbies and pocket money, describing sports and sporting events, talking about extreme sports, making arrangements to go out, writing reviews, talking about new technology.	Talk about life as a celebrity, celebrities and charity work, culture of Spanish speaking countries (project work)	



Year 10 & 11 - French	Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about French culture as well as investigate current issues in the French speaking world.					
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	<p><u>Topics covered:</u></p> <p>Theme 2 – Popular culture</p> <p>Theme 3 – Communication and the world around us</p> <p>Talking about your hobbies</p> <p>Talking about your identity</p> <p><u>Grammar covered:</u> Using aimer + noun/infinitive, present tense of -er and irregular verbs, forming and answering questions, near future and perfect tense, emphatic pronouns, reflexive verbs in the present tense, making adjectives agree, positions of adjectives and direct object pronouns.</p>	<p><u>Topics covered:</u></p> <p>Theme 1 – People and lifestyle</p> <p>Talking about your school life</p> <p><u>Grammar covered:</u> Using comparative adjectives, impersonal verb structures followed by infinities, irregular verbs in the perfect and imperfect tenses, and the imperfect, present and near future tenses.</p>	<p><u>Topics covered:</u></p> <p>Theme 1 – People and lifestyle</p> <p>Talking about your lifestyle</p> <p><u>Grammar covered:</u> Using the partitive article (du, de la, de l', des), modal verbs, the perfect tense of reflexive verbs and the simple future tense.</p>	<p><u>Topics covered:</u></p> <p>Theme 2 – Popular culture</p> <p>Theme 3 – Communication and the world around us</p> <p>Talking about your holidays</p> <p>Talking about the environment</p> <p><u>Grammar covered:</u> Using the conditional, forming different types of questions, the perfect and imperfect tenses together, the perfect tense of modal verbs and using a range of tenses.</p>	<p><u>Topics covered:</u></p> <p>Theme 1 – People and lifestyle</p> <p>Theme 2 – Popular culture</p> <p>Theme 3 – Communication and the world around us</p> <p>Talking about where you live</p> <p>Talking about future plans</p> <p><u>Grammar covered:</u> Using après avoir + a past participle, verbs that take etre in the perfect tense, infinitives as nouns and verbs followed by à or de.</p>
Content mapping	<p>Talking about what you do online, what you do to stay active, what you watch, making plans to go out, what you did last weekend, taking part in an interview.</p> <p>Talking about your weekend routine, friendship, your favourite celebrity, positive role models, celebrations and traditions.</p>	<p>Talking about school subjects and school life, discussing school rules, talking about making progress at school, talking about what school used to be like when you were younger, talking about learning languages</p>	<p>Talking about meals and mealtimes, about good mental health, describing unhealthy lifestyle choices, saying what you will do to improve your life, talking about lifestyle changes.</p>	<p>Talking about ideal holiday, discussing what you can do and see on holiday, talking about festivals, reviewing and booking holiday accommodation, talking about staycation activities.</p>	<p>Describing your town or village, asking and understanding directions, talking about shopping for clothes, describing your ideal home, talking about visiting another town or city.</p> <p>Talking about future plans and hopes, talking about reality TV and influencers, talking about possible future career paths, discussing different jobs</p>	