



Hailsham Community College - Secondary

Modern Foreign Languages Curriculum

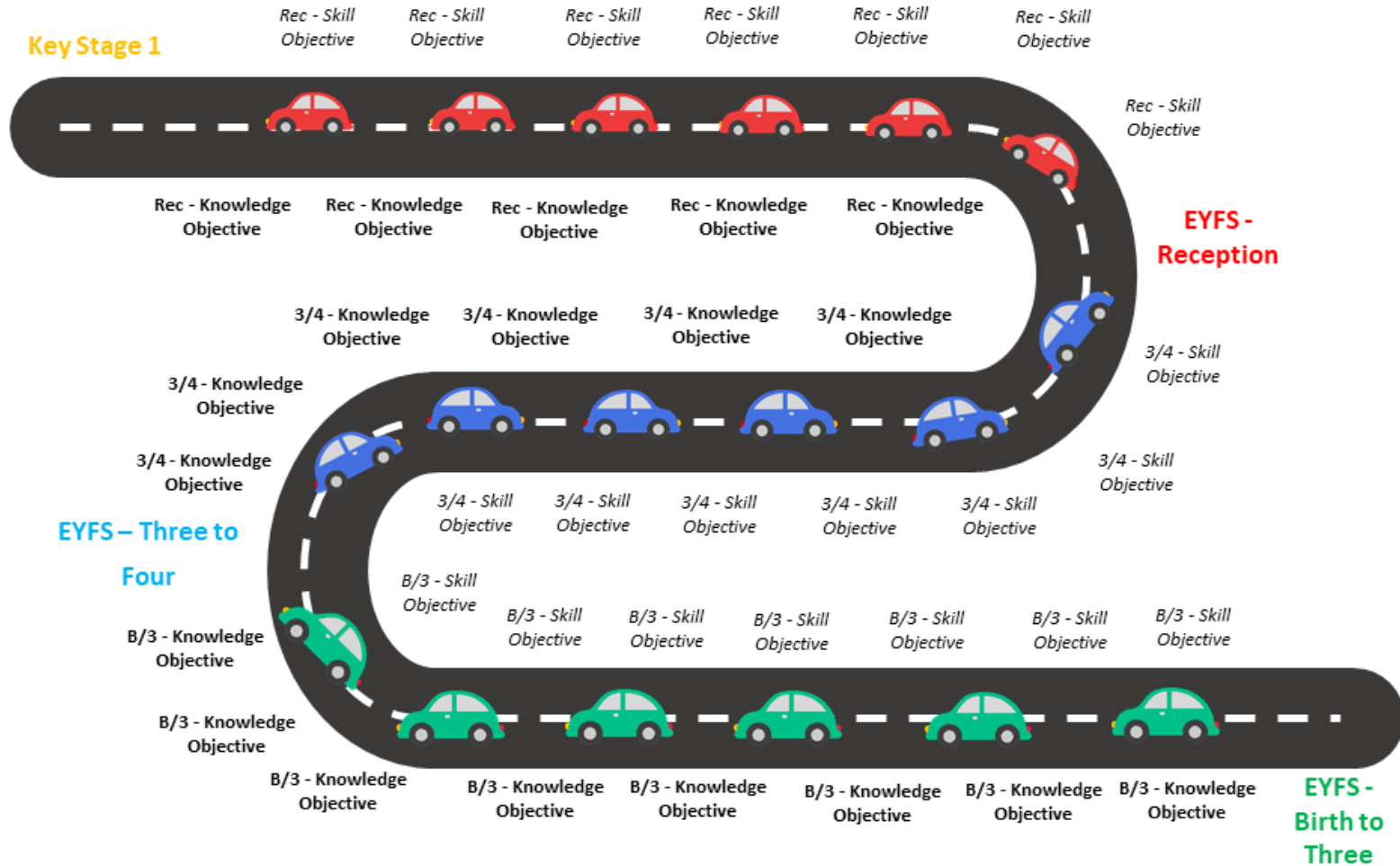




MFL Curriculum Roadmap



Key Stage 1

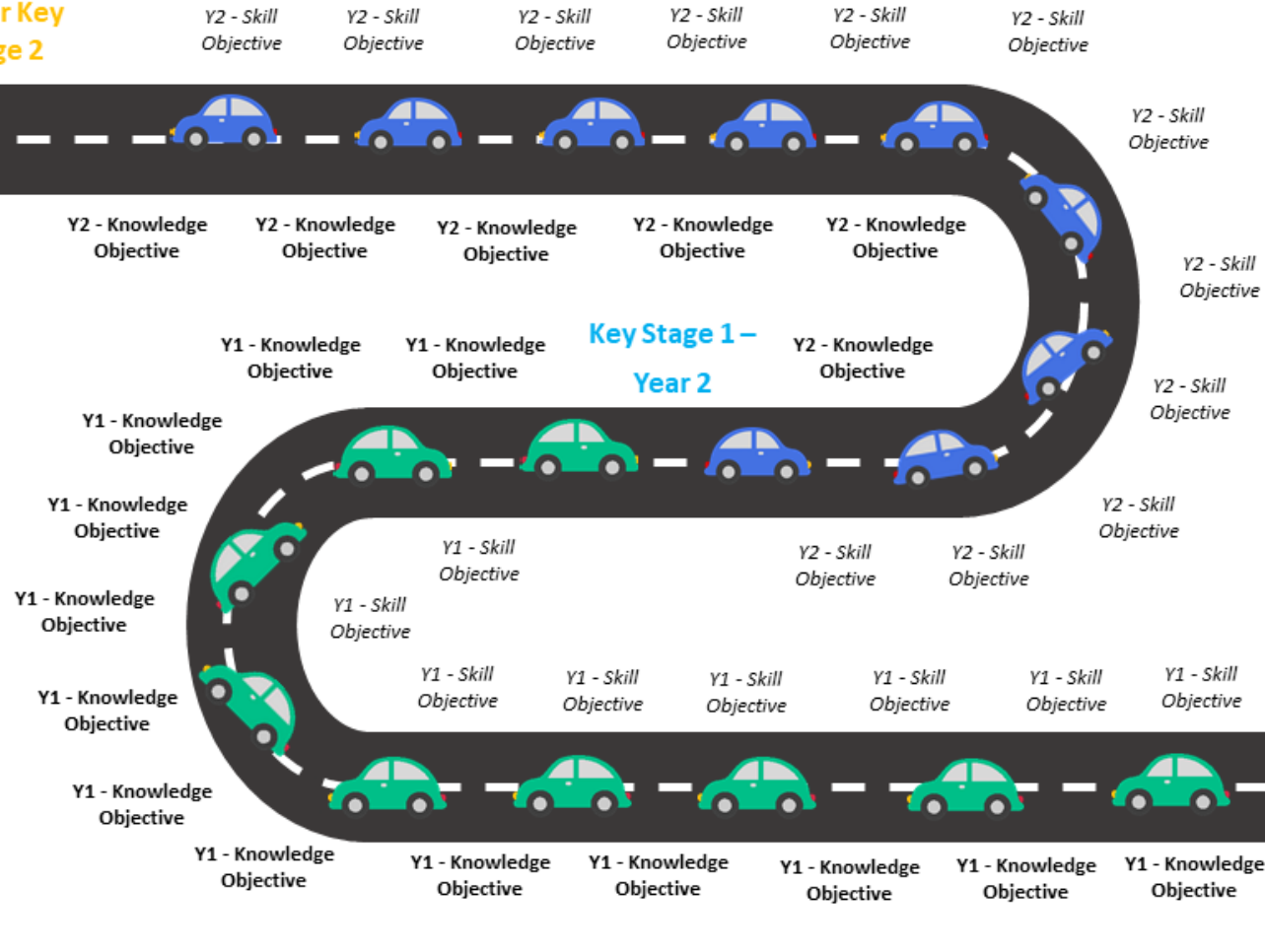




MFL Curriculum Roadmap



Lower Key
Stage 2

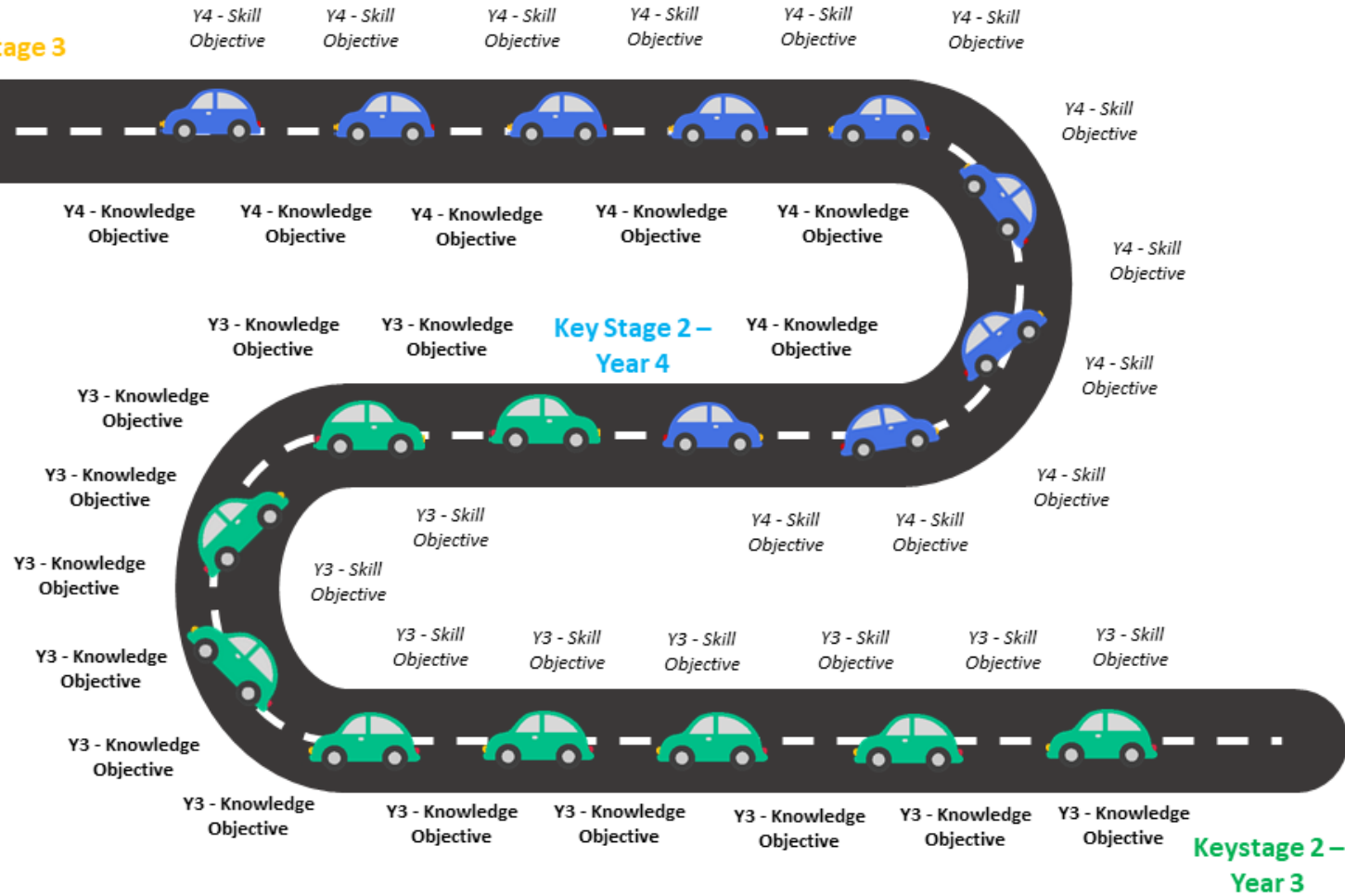




MFL Curriculum Roadmap



Key Stage 3

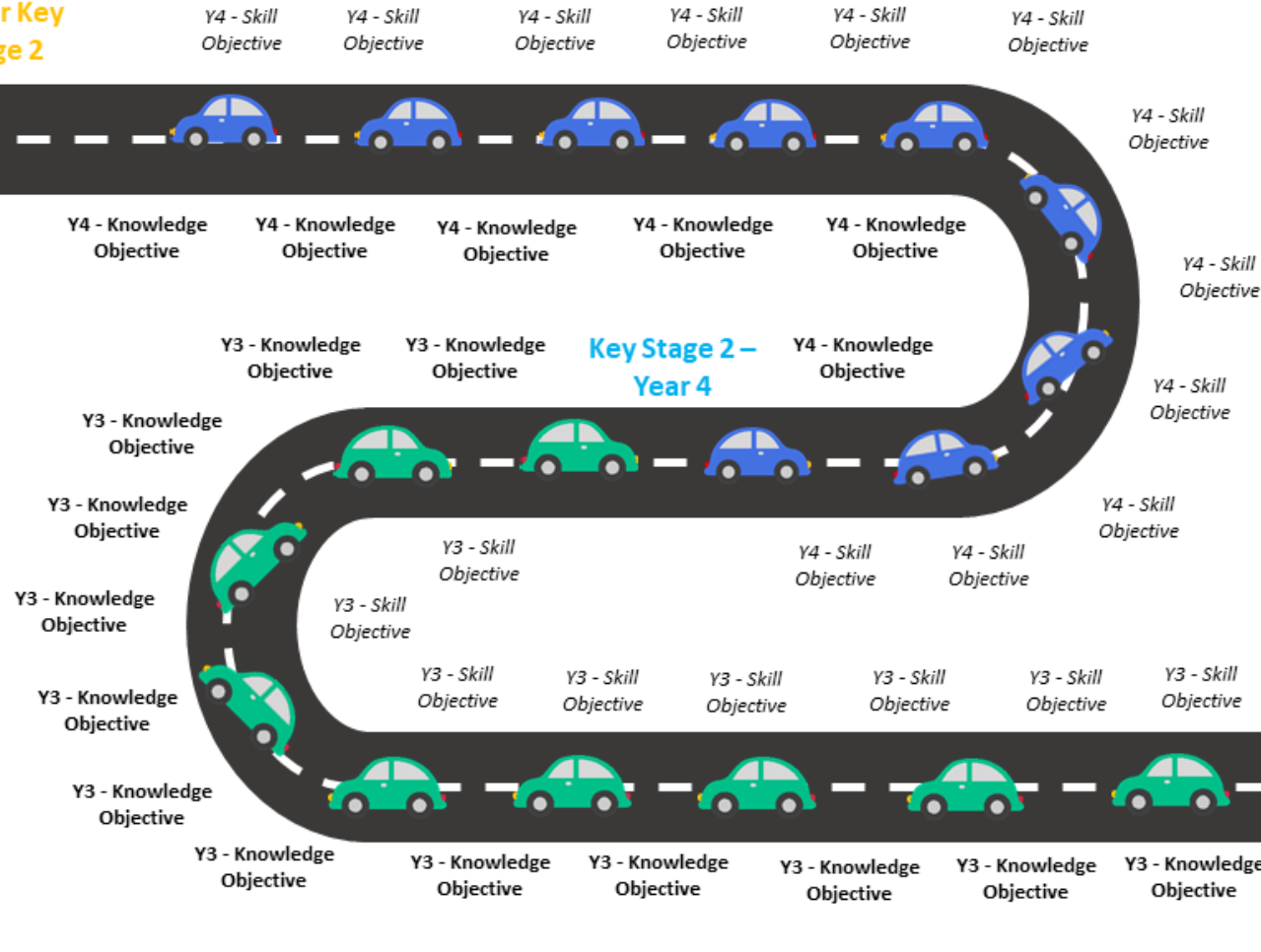




MFL Curriculum Roadmap



Upper Key
Stage 2





MFL Curriculum Roadmap



Y9 – listening, speaking reading, writing, introduction to GCSE exam techniques

Key Stage 4

Y9 using 3 tenses, asking questions, demonstrative adjectives

Y9, using 3 tenses, opinions + justifications, negative and comparative

Y9 using 3 tenses, opinions + justifications

Y9 Celebrations and festivals and culture cultural life, food, clothes,

Y9 Free time sport, music, tv, cinema, technology

Y9 – Family & relationships interest. Family, friends, social media, role models,

Y8 - food

Y8 – different types of media

Y8 – learn about an important city

Y8- my identity and clothes and music

Keystage 4 – Year 9

Y8 – quantities, prices, preferences

Keystage 4 – Year 8

Y8 – present and near future, opinion + justifications

Y8- saying what you can do

Y8 opinions and justification

Y7 reflexive verbs opinions

Y7 –sports, social media, cinema, opinion and justification

Y7 making plans, present + near future

Y7 – colour, adjective, opinions

Y7 – comparative, opinions

Y7 – pronunciation, present tense, numbers,

Y7 - holidays countries, Types of holidays,

Y7 – talking about free time

Y7 – where I live live, town, directions and house

Y7 – my family pets, descriptions

Y7 – school, subjects, teacher

Y7 introducing myself

Keystage 3 – Year 7



MFL Curriculum Roadmap



Keystage 5

Y11 – Revise exam techniques

Y11 –future simple, on doit, on peut, passive voice

Y11 – Revise all topics to prepare for GCSE.

Y11 –International and global dimension
Protecting the environment, ethical shopping

Y11 – Future aspirations, study and work

Y11 – Mixed tenses. Future, conditional, perfect and imperfect tenses

Key Stage 4 – Year 11

Y10 – College School day, activities trips events

year 10 – imperfect tense, using 'they' form, time frames

Y10 – comparative, present and perfect tense, expressions using avoir, 3 time frames

Y10 – superlative, asking questions, if clauses, negatives

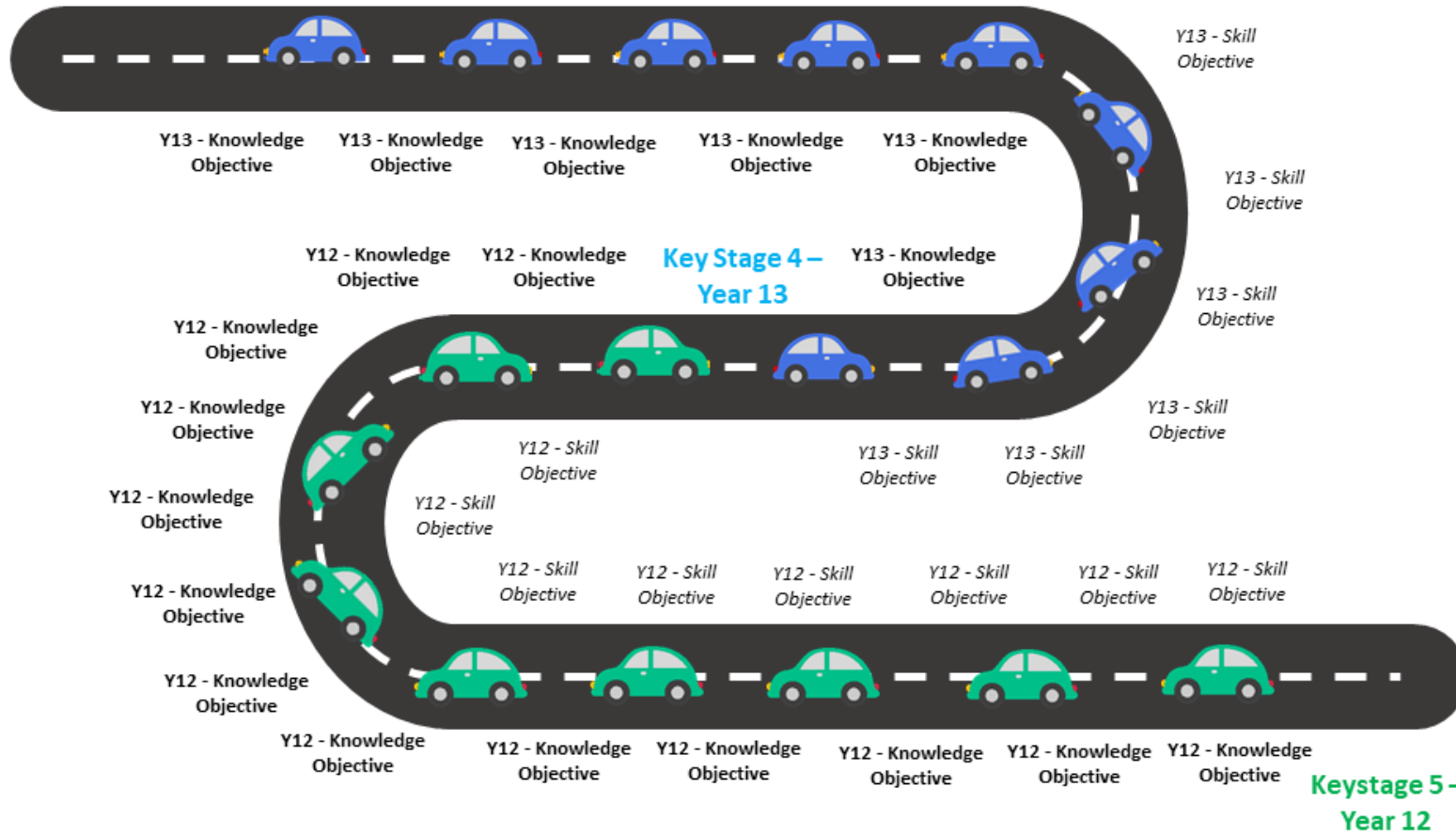
Y10 – Holidays destination, transactions

Y10 – Local area things to do, weather

Keystage 4 – Year 10



Y13 - Skill
Objective



Year 7 Spanish	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	<u>About me</u>	Introduction – why study languages? The day of languages? Phonics vowels Greetings Age and birthdays Numbers up to 31 Rucksack Alphabet Classroom vocabulary Spanish speaking countries	
	2	<u>School</u>	School subjects Days of the week Opinions of teachers Opinions of school subjects Snacks Money Numbers up to 100	
	3	<u>Family (description/pets)</u>	Family members Household pets Colours Physical descriptions Hair and eyes	
	4	<u>Home/local area</u>	European countries Regions Home descriptions Rooms of the house Activities at home Bedroom furniture Daily routine	
	5	<u>Free time, cinema, future tenses</u>	Hobbies Time Sports Opinions of free time activities Future activities	
	6	<u>Town/weather – complex sentences</u>	Regions (revision and extension) Places in town Directions Arranging to go out Weather and seasons Next weekend	

Year 7 French	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	<u>Introduction</u>	French speaking world: where is French spoken? Why study a language? Classroom instructions Phonics vowels Greetings Age and birthdays Numbers up to 31 Rucksack Alphabet Classroom vocabulary French speaking countries	
	2	<u>C'est perso - All about me</u>	likes and dislikes your survival kit describing yourself and your family talking about other people	
	3	<u>Mon collègue</u>	School Giving opinions on school Describing your timetable Food Schools in different francophone countries	
	4	<u>Mes pasetemps</u>	Hobbies Identity and culture Computers and mobile phones Sports Activities Describing activities Expressing likes and dislike	
	5	<u>Ma zone</u>	My local area Talking about your town Giving directions Talking about where you go	
	6	<u>Partez!</u>	Holidays Getting ready to go out Buying drinks and snacks Talking about future plans Higher numbers	

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1			
	2			
	3			
	etc			

MFL Assessment Map Year 7 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1 and 2	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1-3	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1-4	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1-5	All four skills, Reading, Writing, Speaking and Listening Vocabulary on Module 1-5
How (type of assessment)?	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments
When?	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module
What feedback is given?	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-3 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-5 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task
What actions must take place for teachers?	Regular questioning to check understanding of speaking and listening Feedback for improvement following in class exercises	As in term 1 Teacher to mark written work and give feedback on writing	Regular questioning to check understanding of speaking and listening Feedback for improvement following in class exercises	As in term 1-5 Teacher to mark written work and give feedback on writing	Regular questioning to check understanding of speaking and listening Feedback for improvement following in class exercises	As in terms 1-5 Teacher to mark written work and give feedback on writing

	Adapted lessons to address misunderstandings and knowledge gaps Models of excellence	Record student achievement.	Adapted lessons to address misunderstandings and knowledge gaps Models of excellence	Record student achievement.	Adapted lessons to address misunderstandings and knowledge gaps Models of excellence	Record student achievement.
What actions must take place for students?	Students should actively engage with learning and improve classwork based on feedback. When assessments happen they should pay particular attention to identified corrections by the teacher and use the tasks given to develop skills and understanding.					
When is this revisited?	Learning takes place when existing knowledge and skills are checked using Do it now starters and other activities. Content is constantly revisited and reinforced in every lesson. Where misunderstandings are identified teaching and learning is adapted to meet the learning needs of students					

MFL Assessment Map Year 8 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1 of year 8.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1 and 2 of year 8.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1-3 of year 8.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1-4 of year 8.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1-5 of year 8.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and on Module 1-5 of year 8.
How (type of assessment)?	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments
When?	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module
What feedback is given?	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-3 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-5 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task
What actions must take place for teachers?	Regular questioning to check understanding of speaking and listening	As in term 1 Teacher to mark written work and give feedback on writing	Regular questioning to check understanding of speaking and listening	As in term 1-5 Teacher to mark written work and give feedback on writing	Regular questioning to check understanding of speaking and listening	As in terms 1-5 Teacher to mark written work and give feedback on writing

	<p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	Record student achievement.	<p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	Record student achievement.	<p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	Record student achievement.
What actions must take place for students?	Students should actively engage with learning and improve classwork based on feedback. When assessments happen, they should pay particular attention to identified corrections by the teacher and use the tasks given to develop skills and understanding.					
When is this revisited?	Learning takes place when existing knowledge and skills are checked using Do it now starters and other activities. Content is constantly revisited and reinforced in every lesson. Where misunderstandings are identified teaching and learning is adapted to meet the learning needs of students					

MFL Assessment Map Year 9 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1 of year 9.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1 of year 9.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1 and 2 of year 9.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1 and 2 of year 9.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1-3 of year 9.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned in year 7 and 8 and on Module 1-3 of year 9.
How (type of assessment)?	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments
When?	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module	Every lesson	Formative assessment every lesson Summative assessment at the end of the module
What feedback is given?	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-3 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-5 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task

What actions must take place for teachers?	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1-5</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in terms 1-5</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>
What actions must take place for students?	Students should actively engage with learning and improve classwork based on feedback. When assessments happen, they should pay particular attention to identified corrections by the teacher and use the tasks given to develop skills and understanding.					
When is this revisited?	Learning takes place when existing knowledge and skills are checked using Do it now starters and other activities. Content is constantly revisited and reinforced in every lesson. Where misunderstandings are identified teaching and learning is adapted to meet the learning needs of students					

MFL Assessment Map Year 10 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4 in year 10	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4 in year 10	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4 - 5 in year 10	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4-5 in year 10.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4-6 in year 10.	All four skills, Reading, Writing, Speaking and Listening Vocabulary learned module 1-3 of year 9 and module 4-6 in year 10.
How (type of assessment)?	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments – mock exam to cover all topics to date	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments	Formative assessment of skills in class.	Formative assessment of skills in class and summative in class assessments
When?	Every lesson	Formative assessment every lesson Summative assessment at the end of the module – mock exam to cover (module 1-4)	Every lesson	Formative assessment every lesson Summative assessment at the end of the module – module 5	Every lesson	Formative assessment every lesson Summative assessment at the end of the module – (module 4-6) end of year assessment
What feedback is given?	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-3 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task	Verbal in class feedback Peer and self-marking of listening and reading exercises	Formative feedback as in term 1-5 Summative feedback given verbally for Speaking, Listening and Reading. Written feedback on summative writing task

What actions must take place for teachers?	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1-5</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in terms 1-5</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>
What actions must take place for students?	Students should actively engage with learning and improve classwork based on feedback. When assessments happen, they should pay particular attention to identified corrections by the teacher and use the tasks given to develop skills and understanding.					
When is this revisited?	Learning takes place when existing knowledge and skills are checked using Do it now starters and other activities. Content is constantly revisited and reinforced in every lesson. Where misunderstandings are identified teaching and learning is adapted to meet the learning needs of students					

MFL Assessment Map Year 11 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	<p>All four skills, Reading, Writing, Speaking and Listening</p> <p>Vocabulary learned module 1-3 of year 9 and module 4-6 in year 10 and module 7 of year 11</p>	<p>All four skills, Reading, Writing, Speaking and Listening</p> <p>Vocabulary learned module 1-3 of year 9 and module 4 in year 10 and module 7 of year 11</p>	<p>All four skills, Reading, Writing, Speaking and Listening</p> <p>Vocabulary learned module 1-3 of year 9 and module 4 - 5 in year 10 and module 7-8 of year 11</p>	<p>All four skills, Reading, Writing, Speaking and Listening</p> <p>Vocabulary learned module 1-3 of year 9 and module 4-5 in year 10 and module 7-8 of year 11</p>	<p>All four skills, Reading, Writing, Speaking and Listening</p> <p>Vocabulary learned module 1-3 of year 9 and module 4-6 in year 10 and module 7-8 of year 11</p>	
How (type of assessment)?	<p>Formative assessment of skills in class.</p> <p>summative in class/hall assessments – mock exam to cover all topics to date (module 1-6)</p>	<p>Formative assessment of skills in class</p>	<p>Formative assessment of skills in class.</p>	<p>Formative assessment of skills in class and summative in class assessments</p> <p>Summative assessment in class – end of module 7</p>	<p>Formative assessment of skills in class.</p> <p>Exam practice:</p> <p>Past papers</p> <p>End of year assessments</p> <p>End of course assessments</p>	
When?	<p>Every lesson</p> <p>Beginning of term mock exam</p>	<p>Formative assessment every lesson</p> <p>Summative assessment at the end of the module – mock exam to cover (module 1-6)</p>	<p>Every lesson</p>	<p>Formative assessment every lesson</p> <p>Summative assessment at the end of the module – module 7</p>	<p>Every lesson</p> <p>Past paper practices</p> <p>End of year assessments</p>	
What feedback is given?	<p>Verbal in class feedback</p> <p>Peer and self-marking of listening and reading exercises</p>	<p>Formative feedback as in term 1</p> <p>Summative feedback given verbally for Speaking, Listening and Reading. Written</p>	<p>Verbal in class feedback</p> <p>Peer and self-marking of listening and reading exercises</p>	<p>Formative feedback as in term 1-3</p> <p>Summative feedback given verbally for Speaking, Listening and Reading. Written</p>	<p>Verbal in class feedback</p> <p>Peer and self-marking of listening and reading exercises</p>	

		feedback on summative writing task		feedback on summative writing task		
What actions must take place for teachers?	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	<p>As in term 1-5</p> <p>Teacher to mark written work and give feedback on writing</p> <p>Record student achievement.</p>	<p>Regular questioning to check understanding of speaking and listening</p> <p>Feedback for improvement following in class exercises</p> <p>Adapted lessons to address misunderstandings and knowledge gaps</p> <p>Models of excellence</p>	
What actions must take place for students?	Students should actively engage with learning and improve classwork based on feedback. When assessments happen, they should pay particular attention to identified corrections by the teacher and use the tasks given to develop skills and understanding.					
When is this revisited?	Learning takes place when existing knowledge and skills are checked using Do it now starters and other activities. Content is constantly revisited and reinforced in every lesson. Where misunderstandings are identified teaching and learning is adapted to meet the learning needs of students					