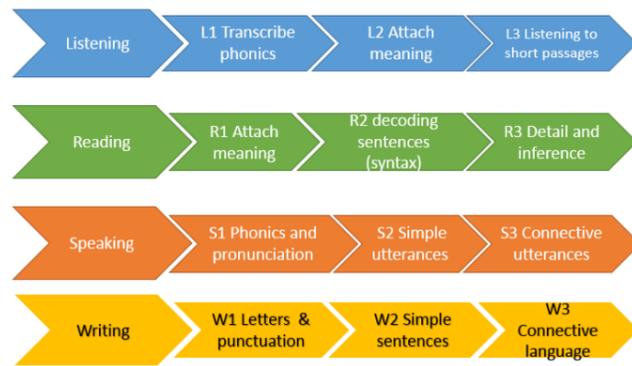


**Curriculum Mapping MFL**

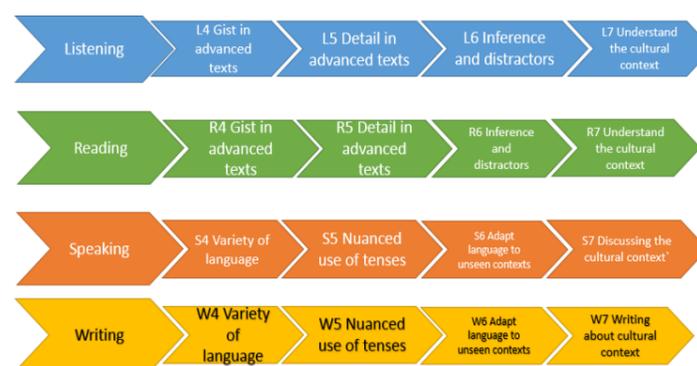
The MFL curriculum is designed to develop three areas simultaneously and these are as follows; 1) Skills in terms of the components (competence in Listening, Reading, Speaking and Writing), 2) an increasing depth of knowledge of content and topics and finally 3) language specific grammar. The component skills of Listening, Reading, Speaking and Writing are embedded into teaching with the goal that students are able to move from encoding and decoding words phonically to understanding and producing complex sentences by the end of KS3. By the end of KS4 the four components will have moved into longer utterances of greater detail with students developing the skills of inference and adaptation of language. Of all these have the end point of students being able to access a variety of resources, learn from and critically analyse authentic materials and ultimately develop a wider understanding of the countries of their target language.

The mapping of the content is developed so that students are able to study the basics of all GCSE themes giving them a grounding in the vocabulary and knowledge. These are the revisited at KS4 to develop a greater fluency in terms of cultural capital, for example, students may study describing my house and home at KS3 and later build on this topic at KS4 by studying how to look after the environment and volunteer in their city. By learning about a wide range of topics relevant to the world around them students will learn many skills which will develop better cultural awareness and civic responsibility. For instance, students will learn interview skills and job application writing when studying jobs and professions or the importance of volunteering and the variety of voluntary opportunities that exist.

**MFL Skills Mapping at KS3**



**MFL Skills Mapping at KS4**



**Content Mapping MFL**

Key Stage	Key Stage 3		Key Stage 4		
Year group	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Topics</b>	<b>Autumn Term</b> Language basics, phonics, how sentences are formed. <b>Spring Term</b> Talking about families, friends and pets. <b>Summer Term</b> Talking about school life, the teachers and school subjects.	<b>Autumn Term</b> Talking about my town, my house and tourism. <b>Spring Term</b> Talking about media, tv shows, film genres and reading. <b>Summer Term</b> Talking about holidays, travel and different customs in other countries.	<b>Autumn Term</b> Talking about school uniform, school facilities and the differences in the school system abroad. <b>Spring Term</b> Talking about free time activities, social networking and digital technology. <b>Summer Term</b> Talking about friendships, families and marriage.	<b>Autumn Term</b> Talking about a school exchange, what is involved in observing the family traditions of other cultures. <b>Spring Term</b> Talking about travelling abroad, gastronomy and famous landmarks and tourist attractions. <b>Summer Term</b> Talking about different types of holidays, living eating and relaxing.	<b>Autumn Term</b> Talking about different types of professions and jobs, interview techniques and job profiles. <b>Spring Term</b> Talking about how to look after the environment, changes you can make at home or at school, global warming issues and volunteering.

\*No Spanish at KS3, French and German cover similar topics at KS4 but in a different order over the 3 years.

The third element of the curriculum is the incremental and linear development of grammar skills specific to the language studied. Each language map shows at what stage each grammar aspect is introduced and these all build on one another to allow students to access the highest level of GCSE standard text or realia.

Key Stage	Key Stage 3				Key Stage 4					
Year group	Year 7		Year 8		Year 9	Year 10		Year 11		
<b>Development of the skills</b>	L1-3	R1-3	S1-3	W1-3	L4-5	R4-5	S4-5	W4-5	L6-7 S6-7	R6-7 W6-7
<b>Tenses</b>	<ul style="list-style-type: none"> <li>Present tense common verbs</li> <li>er/re/ir verbs</li> <li>Subject pronouns</li> <li>Avoir and être</li> <li>Near Future tense</li> </ul>	<ul style="list-style-type: none"> <li>Perfect tense with avoir and être (regular and irregular verbs)</li> <li>Near future tense (aller + infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect</li> <li>Near future</li> <li>Perfect tense in more detail</li> <li>Depuis + present tense</li> </ul>	<ul style="list-style-type: none"> <li>Simple future</li> <li>Imperfect</li> <li>Pluperfect</li> <li>Conditional</li> <li>Modal verbs</li> <li>Imperative command</li> </ul>	<ul style="list-style-type: none"> <li>Bright sparks: Learn examples passive and subjunctive</li> <li>idioms</li> </ul>					
<b>Adjective agreement</b>	<ul style="list-style-type: none"> <li>Adjective agreements (m/f/pl)</li> <li>Plurals of nouns</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreements (m/f/pl)</li> <li>Plurals of nouns</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Masculine/feminine forms of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement with être in the perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement with être in the perfect tense.</li> </ul>					
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Subject + verb for present tense.</li> <li>Verb + infinitive for future tense</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs prepositions</li> <li>Verb + infinitive</li> <li>Auxiliary verb + past participle</li> <li>Time markers</li> <li>On peut + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Comparative</li> <li>Superlative</li> <li>Relative pronoun 'que'</li> <li>Direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses</li> <li>pronoun 'y'</li> <li>Negatives</li> <li>Asking questions</li> <li>Reflexives</li> <li>En + present participle</li> </ul>	<ul style="list-style-type: none"> <li>Opinion, justification and contrasts</li> </ul>					

Key Stage	Key Stage 3				Key Stage 4					
Year group	Year 7		Year 8		Year 9	Year 10		Year 11		
<b>Development of the skills</b>	L1-3	R1-3	S1-3	W1-3	L4-5	R4-5	S4-5	W4-5	L6-7 S6-7	R6-7 W6-7
<b>Tenses</b>	<ul style="list-style-type: none"> <li>Subject Pronouns</li> <li>Present tense endings</li> <li>Imperfect tense examples of common forms</li> </ul>	<ul style="list-style-type: none"> <li>Irregular present tense forms</li> <li>Perfect tense</li> <li>Haben and sein</li> <li>Future</li> <li>Conditional</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Separable and inseparable verbs</li> <li>Modal verbs in the past tense</li> <li>Pluperfect</li> </ul>	<ul style="list-style-type: none"> <li>Bright sparks: Learn examples passive and subjunctive</li> <li>Teaching ways around the present continuous</li> </ul>					
<b>Adjective agreement</b>	<ul style="list-style-type: none"> <li>Einen/eine/ein</li> <li>Mein/ meine</li> <li>Plurals of nouns</li> </ul>	<ul style="list-style-type: none"> <li>Dative prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Accusative endings</li> </ul>	<ul style="list-style-type: none"> <li>Accusative and genitive prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Accusative and Dative pronouns</li> </ul>					
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Subordination</li> <li>BS: obwohl</li> <li>Opinions with gern and mag</li> </ul>	<ul style="list-style-type: none"> <li>More subordination</li> <li>Verb Inversion</li> <li>Time markers</li> <li>Location markers</li> <li>Man kann/ soll sentences</li> </ul>	<ul style="list-style-type: none"> <li>"da" sentences</li> <li>Complexity of opinions</li> <li>Comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>"wenn" sentences.</li> <li>Relative clauses and pronouns</li> <li>Seit meaning since/ for.</li> </ul>	<ul style="list-style-type: none"> <li>Als/ wenn/ wann</li> <li>Opinion, justification and contrasts</li> </ul>					

Key Stage	Key Stage 4											
Year group	Year 9		Year 10		Year 11							
<b>Development of the skills</b>	L1-3	R1-3	S1-3	W1-3	L4-5	R4-5	S4-5	W4-5	L6-7	R6-7	S6-7	W6-7
<b>Tenses</b>					<ul style="list-style-type: none"> <li>Present tense</li> <li>Ar/er/ir verbs</li> <li>Subject pronouns</li> <li>Verb endings</li> <li>Stem changers</li> <li>Intro to imperfect tense</li> <li>Preterite tense</li> <li>Future tense</li> <li>Conditional tense</li> <li>Ser and estar (DOT &amp; LoCo)</li> </ul>	<ul style="list-style-type: none"> <li>Using soler + infinitive</li> <li>Imperfect tense</li> <li>perfect tense</li> <li>regular</li> <li>irregular past participles</li> <li>Acabar de + infinitive</li> <li>Reflexive verbs</li> <li>Passive with "se"</li> <li>Usted and ustedes</li> <li>Saber + conocer</li> </ul>	<ul style="list-style-type: none"> <li>Infinitive expressions, eg. Al/ sin/ antes de/ despues de</li> <li>Present continuous</li> <li>Future planse, quiero, espero, tengo la intencion de</li> <li>Imperative</li> <li>pluperfect</li> </ul>					
<b>Adjective agreement</b>					<ul style="list-style-type: none"> <li>Masculine and feminine agreement</li> <li>Singular and plurals</li> <li>Possessive adjectives (sing+pl)</li> <li>Comparatives/ superlatives</li> </ul>	<ul style="list-style-type: none"> <li>algunos/ciertos/otros/ muchos/demasiados/ Todos</li> <li>Tan/tantos</li> <li>negatives</li> </ul>						
<b>Sentence structure</b>					<ul style="list-style-type: none"> <li>Connectives</li> <li>Impersonal verbs (me gusta)</li> </ul>	<ul style="list-style-type: none"> <li>Using direct object pronouns</li> <li>Tengo que/ hay que</li> <li>Por and para</li> <li>If and when clauses</li> </ul>	<ul style="list-style-type: none"> <li>me hace faltar/ me fascina</li> <li>Cuando + subjunctive</li> <li>Subjunctive, es importante que...</li> <li>Se debe + infinitive</li> </ul>					



JUSTICE



COMPASSION

*'You yourselves like living stones are being built up as a spiritual house.'* 1 Peter 2.5

*'Your present circumstances don't determine where you can go; they merely determine where you start.'*



FORGIVENESS



TRUST