

MFL Curriculum Intent

Our ambitious aims

By the end of their time with us at Gloucester Academy, our students will be able:

- To be confident linguists who can communicate effectively and engage in a variety of situations, who have the core as well as hinterland knowledge to be able to express their ideas and opinions succinctly.
- To promote and create inclusivity through their impassioned understanding and appreciation of cultures and customs outside of their own.
- To continue to use their linguistic skills (phonics, grammar and vocabulary) in the next stage of their lives as they open the doors to the opportunities that language learning brings, for example, study or work abroad.
- To have covered the key themes as stated below and have a full grasp of language to be able to access the content at GCSE and into further education.

Big ideas

To achieve our aims, students will acquire knowledge and develop an understanding of the following:

Concept	Definition	Rationale
Identity & culture	Exploration of individuality through relationships, social media, hobbies, role models, festivals and customs.	Students make links to their own identities alongside that of others whilst expressing opinions about their interests and relationships. Their minds are broadened as they explore the festivals and customs of other countries and think about that of their own.
Local, national, international and global areas of interest	Gaining an understanding of the travel opportunities that arise from learning another language whilst linking back to their own neighbourhoods and towns.	Pupils are exposed to new destinations around the globe and develop an interest in travel. They become more aware of their own communities and think about global problems and solutions for a better future.
Current and future study with employment	A reflection on their current stage of education, where their learning will take them and what they wish to pursue as a career.	Students are able to give justified opinions about their current study whilst developing an understanding of the wider world of work. They consider the global job opportunities and prospects and reflect on what path they wish to take post-GCSE towards the best universities and professions.
Grammar	Implicit instruction in KS3 moves towards more explicit teaching in KS4 to allow both declarative and procedural knowledge by Year 11.	Children grow in confidence in their usage of the language whilst in KS4 developing a key understanding of grammatical structures ready for further education and development at KS5 and into degree level.
Vocabulary	Chunked language is seen and used rather than individual pieces of lexicon through the Conti E.P.I method.	Pupils are able to build language in the development akin to mother tongue acquisition and obtain a strong procedural grasp of Spanish facilitating more tangible conversation.
Phonics	Phonemes are explicitly taught and practiced through the use of sentence builders.	Students become acutely aware of the pronunciation of the language and master the ability to produce the sounds and accent required of Spanish.

Key

In order to build schema and interweave essential language through our curriculum, the following key displays the development of the acquired knowledge as students progress through their learning journey:

Themes	Rationale
Numbers	1 - 1,000 are frequently used to cover time, quantities, purchases, school information, ages.
Food & Health	A breadth of the 1,700 pieces of lexicon required for GCSE are covered in food and health - common ailments and social issues, well-being, body parts, eating out, daily habits and routines with mealtimes.
Colours	Building on KS2 knowledge and developed into school uniform, pets, flags, food, clothing, physical descriptions.
Regions & climate	A breadth of topics feed into this theme covering travel, tourism, weather, modes of transport, cities, countries, customs, cardinal points, directions, environment, social and global issues.
Family & friends	A tangible link to students' current lives and who is important to them, descriptions and characteristics, relationships, pets, likes and dislikes, introductions and greetings, role models and influences.
Free-time	Pupils are able to explain activities that they enjoy with loved ones, social media habits, reading for pleasure, sports they enjoy or would like to try, music, festivals, sporting events, interests.
School & work	Students cover subjects, teachers, school trips, uniform and facilities, they progress into work experience and apprenticeships, jobs of family members and friends, plans to attend university or what they want to do as per post-16 education.

Curriculum journey

In MFL, our students will study an ambitious curriculum that is both challenging for all and broad and balanced in scope.

Year	Summary of study	Narrative & Rationale
7	My family and friends: <ul style="list-style-type: none"> Relationships Personal descriptions My free time <ul style="list-style-type: none"> Sports Instruments hobbies My school	Building on KS2 knowledge for some and creating the foundations for others, pupils revisit or are introduced to topics intrinsically linked to them. They develop an understanding of phonics and foster a passion for L2 acquisition through the chunking of language which in turn reduces cognitive overload. Coverage of the four skills across a breadth of three tenses allow for pupils to develop quickly and be able to communicate effectively. By establishing a range of opinion phrases, connectives and reasons, pupils are able to express themselves in the

	<ul style="list-style-type: none"> ● Favourite subjects ● Teachers ● Uniform 	<p>areas they are passionate about. Pupils flourish in a curriculum underpinned by research-led Conti practice that focuses on automaticity through repeated practice. Teachers nurture a 'can do' attitude towards language learning with flooded input and focus on listening and speaking skills.</p>
8	<p>My town</p> <ul style="list-style-type: none"> ● Spanish regions ● Town attractions ● Weather ● Homes <p>Holidays and travel</p> <ul style="list-style-type: none"> ● Transport ● Accommodation ● Global destinations <p>Healthy lifestyle</p> <ul style="list-style-type: none"> ● Wellbeing ● Food & drink 	<p>KS3 pupils continue their success from Year 7 into Years 8 and 9 where they develop and strengthen their use of language. Competency across the three pillars of language learning (grammar, phonics and vocabulary) is fortified as pupils procure more diverse lexicon and begin to use more complex structures. Pupils gain further confidence in their abilities to communicate in the language with further development of their phonics. Furthermore, the E.P.I method of instruction allows for pupils to produce language with automaticity and their use of language becomes procedural. Their understanding of the wider world develops as they look at locations outside of the UK and develop an interest in travel. They develop an appreciation for the wider world and broaden their horizons. Pupils are also given the opportunity to reflect on their own life choices and consider their wellbeing, relationships and place within their communities.</p>
9	<p>Holidays</p> <ul style="list-style-type: none"> ● Holiday activities ● Choice of trip ● Dream locations <p>My life at school</p> <ul style="list-style-type: none"> ● Extracurricular activities ● Comparing subjects ● School systems <p>My people</p> <ul style="list-style-type: none"> ● Social media ● Friendships ● Family relationships 	
10	<p>Interests and influences</p> <ul style="list-style-type: none"> ● Free time activities ● Role models ● Technology <p>Cities</p> <ul style="list-style-type: none"> ● Describing regions ● Hispanic locations <p>Customs and festivals</p> <ul style="list-style-type: none"> ● Hispanic festivals and traditions ● Hispanic customs 	<p>At KS4 pupils begin a more critical awareness of language with deeper explicit teaching of grammatical structures in order to prepare them for KS5 or degree level work. They acquire a more declarative understanding of the use of structures, sentence formations and linguistic knowledge. They can for example explain; how to form the simple future tense, adjectival word order or Spanish pronunciation using their phonetic understanding. In parallel with this broader understanding of grammar, students become more acutely aware of the wider issues in the world through the carefully sequenced instruction of topics more aligned to their maturity. They begin, for example, to look at the wider issues of obesity, poverty, environmental damage caused by humankind and the problems of unemployment. Through themes such as the world of work as well as global and social issues, students are able to challenge problems and justify their points of view. Repeated practice and controlled input-output tasks allow for a competency in productive skills across a range of concepts. Pupils build on their foundations at KS3 and their confidence from extensive speaking opportunities and become competent linguists who can develop their answers. Their understanding of the wider world further develops at KS4 as they are exposed to new customs and traditions outside their immediate sphere.</p>
11	<p>The world of work</p> <ul style="list-style-type: none"> ● Jobs ● Apprenticeships ● Future plans <p>Towards a better world</p> <ul style="list-style-type: none"> ● Global issues ● Social problems ● The environment 	

