

# Welcome to the MFL Department

## Introduction

As a very diverse and dynamic department our aim is to encourage a love of languages and support global communication and understanding. We presently offer French in ks3,4,5, and German in ks4 and ks5. Spanish was introduced in 2019 and will go progressively through all key stages. In 2020-2021 we will be entering into year 9 Spanish.

We actively promote engagement with the language studied through interactive teaching, immersion and exposure in class, facilitating pupils to build competence across the four language skills of listening, speaking, reading and writing. This approach supports achievement at GCSE and, hopefully, drives pupils to combine a positive language learning experience at school with any future passions of travelling, linguistics, employment and any other elements beyond the confines of a classroom.



## **Our aims are to:**

- Promote a love of languages
- Provide pupils with an insight into the doors that Languages can open
- Deliver a cultural understanding of the French, German and Spanish speaking world
- Encourage interaction with languages through immersion in class and productive activities
- Grow pupil confidence and creativity in effective communication in French, German or Spanish
- Support and nurture progress and achievement through the carefully structured MFL syllabus
- Share our expertise, passion and open mindedness involving French, German and Spanish

# The Journey... French

Year 7	Year 8	Year 9	KS4
<p><u>Autumn</u> Developing an understanding of nouns by talking about your essential survival kit. Building up key vocabulary within the topics of colours, numbers, animals and family. Talking about likes and dislikes. Describing yourself and others both physically and personality. Understanding adjective agreements (singular and plural). Applying gender, masculine, feminine and plural to articles. Looking at key verbs 'avoir' and 'être' in the present tense.</p> <p><u>Spring</u> Talking about your school day, your timetable and subjects. Giving opinions and reasons. Learning how to make questions. Telling the time. Learning vocabulary about food and snacks. Using pronouns I to they in regular ER IR RE present tense verbs. Talking about hobbies, sports, computers / mobiles and past times using 'jouer' and 'faire' as well as other key verbs to talk about activities. Agreeing and disagreeing.</p> <p><u>Summer</u> Describing your town or village and the places there are or are not. Giving directions. Getting to grips with modal verbs in the present tense of 'pouvoir' 'vouloir' and 'devoir.' Understanding grammar structures where you use an infinitive. Asking someone out and replying. Talking about countries, holidays and activities. Talking about your daily routine and getting ready to go out. Extending present tense verbs to reflexive verbs. Higher numbers (past 60). Manipulating verbs to form the future tense.</p> <p>Getting creative and confident across the topics! Writing a poem. Producing and describing a painting. Designing a game. Researching cultural elements, similarities and differences. Using language support such as dictionaries and websites to help, rather than confuse you! Developing all four language skills of speaking, listening, reading and writing in an engaging and interactive way!</p>	<p><u>Autumn</u> Talking about television, films, internet and reading/books. Regular present tense patterns for ER IR RE verbs, and key irregular verbs in the present tense. Development on giving opinions within these topic areas and introducing the past tense into recounting what you did yesterday evening with regards to TV, films, internet and books. Understanding and applying the past tense across regular verbs, as well as key common irregular verbs. Getting to grips with the two key auxiliary verbs in the past tense and how and where they are used. Studying the sights and sounds of Paris and then recounting a visit here targeting the what, where, how, why, who with and details of opinions and prices. Asking questions and saying what you have done, along with things you normally do in an interrogation; combining past and present tenses.</p> <p><u>Spring</u> Key vocabulary and structures within talking about personality, music, relationships, clothes and your passions. Grammar elements within these topics address reflexive verbs, adjective agreement, combining past and present previously learnt tenses with the near future tense. Being able to agree, disagree and justify your viewpoint, giving reasons. Describing where you live and your home. Talking about mealtimes and the key verbs associated with food and drink. Applying the grammar and structures for comparatives and prepositions. Discussing an event using three tenses and studying carnivals and celebrations in the French calendar.</p> <p><u>Summer</u> Using modal verbs to talk about talents and ambitions. Using the grammar and structures to encourage / dissuade someone and the imperative to give commands. Applying the superlative to talk about the best, most, least etc. Further work combining the three tenses of past, present and future in more creative ways.</p>	<p><u>Autumn</u> Looking at Facebook and social media; giving opinions of others; talking about their personalities and traits; revision of accurate use of the present tense and integrating it with direct object pronouns. Further study of structures and the use of connectives, quantifiers and qualifiers. Reviewing the past tense and two auxiliary verbs. Arranging to go out, applying the near future as well as learning about the other future tense, and then describing the date experience using the past tenses. Describing a music event and a blind date experience using three tenses. Parts of the body and pains, linked with definite articles. Looking at the topics of sports, exercise, fitness, making plans to get and keep fit and healthy eating and lifestyle. Utilising the future tense and different negative forms. Introduction of the imperfect tense to spice up recounting information. Using three tenses and timeframes to confidently talk about levels of fitness and the adoption of a healthier lifestyle.</p> <p><u>Spring</u> Looking at the area of jobs and employment within modal verbs, giving opinions, key verbs associated with them, masculine and feminine applications, CV's and the global dimension of employment and languages. Applying the imperfect and future tenses to compare work and intentions / ambitions. Question forms and four tenses together within employment and plans. Discussing holidays and imagining adventure holidays, incorporating the conditional tense, pronouns and questions types. Holiday packing vocabulary and reflexive verbs to give opinions. Combining all, now five, tenses to describe a holiday, talk about a tourist attraction or experience. Applying emphatic pronouns.</p> <p><u>Summer</u> Discussing what you are allowed to do, incorporating the informal imperative and expressions with 'avoir.' Explaining what is important to you and things you buy using direct object pronouns. Applying more complex structures and time frames using 'si.....' and tenses. Communicating what makes you happy, frustrated, concerned etc and why – what can you do about it? Extending structures to incorporate five tenses and use connectives, and begin to present your views and standpoints in a presentation. Preparation, consolidation and practice to ensure that foundations of vocabulary and grammar are solid to build on for the GCSE course.</p>	<div data-bbox="1753 218 2277 486" style="border: 1px solid #ccc; padding: 10px; text-align: center;"> <h3>Themes and Topic Areas</h3> <p>The five themes are:</p> <ul style="list-style-type: none"> <li>• Identity and culture ✓</li> <li>• Local area, holiday and travel ✓</li> <li>• School ✓</li> <li>• Future aspirations, study and work ✓</li> <li>• International and global dimension. ✓</li> </ul> <p><small>All themes and topics must be studied in the context of both the student's home country and that of countries and communities where TL is spoken.</small></p> </div> <p>Identity and culture(Self, family and friends; Daily life, food and drink; Shopping; Social media and technology – use of, advantages and disadvantages; Cultural life, celebrations and festivals; interests and leisure activities.</p> <p>Local area, holiday and travel (Holidays and destinations; Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping; Town, region and country: weather; places to see; things to do)</p> <p>School (What school is like: school types; school day; subjects; rules and pressures; celebrating success; School activities: school trips; events; exchanges)</p> <p>Future aspirations, study and work(Using languages beyond the classroom: forming relationships; travel; employment; Ambitions: further study; volunteering; training; Work: jobs; careers; professions</p> <p>International and global dimension(Bringing the world together: sports events; music events; campaigns and good causes; Environmental issues: being 'green'; access to natural resource</p>

# The Journey... Spanish

Year 7

## Autumn

Introducing yourself. Getting used to Spanish pronunciation. Talking about your personality. Adapting adjectives for masculine, feminine and plurals. Learning about articles. Making negative constructions. Understanding 'ser' and 'estar' and other key verbs 'tener'. Regular verb endings in the present tense for ER IR AR verbs. Talking about age, brothers and sisters. Saying when your birthday is. Using numbers and the alphabet. Talking about your pets. Saying what you like to do. Giving opinions and using the infinitive verb. Saying what you do in your spare time. Learning about the weather.

## Spring

Saying what sports and hobbies you do. Using the verbs to do and to play 'hacer' and 'jugar.' Understanding some irregular verbs. Talking about favourite things. Making questions and using question words. School subjects and your opinions of them. Adapting grammar elements, checking verbs, articles and adjectival agreement in sentences. Describing your school and what you do at breaktimes.

## Summer

Describing your family. Using possessive adjectives (my-their). Describing your hair and eye colour. More consolidation on key verbs such as 'ser' 'tener', colours and position and agreement of adjectives. Saying what other people look like. Using verbs in the third person, singular and plural. Describing where you live and giving details about your home and surrounding area. Telling the time. Ordering food in a café. Becoming familiar with another tense outside of the present tense, which is the future tense. Saying what you are going to do. Getting creative and confident across the topics! Learning about the carnival in Cadiz. Creating a time capsule. Designing a brochure. Using language support such as dictionaries and websites to help, rather than confuse you. Researching cultural elements, similarities and differences. Developing all four language skills of speaking, listening, reading and writing in an engaging and interactive way!

Year 8

## Autumn

Talking about a past holiday, describing what you did and where you went, with opinions and details. Using the past tense of the verb groups ER IR AR, as well as common irregular verbs. Combining past and present tenses.

## Spring

Talking about technology and social media; mobile phones, music, TV and how you use them. Using the comparative and giving opinions within the present tense. Combining the past and present tenses incorporating other pronouns such as he/she and we.

## Summer

Talking about food and mealtimes, as well as giving opinions. Cultural elements relating to dishes and food. Ordering food and drink in cafés or restaurants. Applying negatives and employing where, when and how to use the formal version of 'you.' Understanding the near future tense and then combining all three tenses to talk about provisions for a party.

Year 9

## Autumn

Looking at Facebook and social media; giving opinions of others; talking about their personalities and traits; revision of accurate use of the present tense and integrating it with direct object pronouns. Further study of structures and the use of connectives, quantifiers and qualifiers. Reviewing the past tense and two auxiliary verbs. Arranging to go out, applying the near future as well as learning about the other future tense, and then describing the date experience using the past tenses. Describing a music event and a blind date experience using three tenses.

Parts of the body and pains, linked with definite articles. Looking at the topics of sports, exercise, fitness, making plans to get and keep fit and healthy eating and lifestyle. Utilising the future tense and different negative forms. Introduction of the imperfect tense to spice up recounting information. Using three tenses and timeframes to confidently talk about levels of fitness and the adoption of a healthier lifestyle.

## Spring

Looking at the area of jobs and employment within modal verbs, giving opinions, key verbs associated with them, masculine and feminine applications, CV's and the global dimension of employment and languages. Applying the imperfect and future tenses to compare work and intentions / ambitions. Question forms and four tenses together within employment and plans. Discussing holidays and imagining adventure holidays, incorporating the conditional tense, pronouns and questions types. Holiday packing vocabulary and reflexive verbs to give opinions. Combining all, now five, tenses to describe a holiday, talk about a tourist attraction or experience. Applying emphatic pronouns.

## Summer

Discussing what you are allowed to do, incorporating the informal imperative and expressions' Explaining what is important to you and things you buy using direct object pronouns. Applying more complex structures and time frames using 'si.....' and tenses. Communicating what makes you happy, frustrated, concerned etc and why – what can you do about it? Extending structures to incorporate five tenses and use connectives, and begin to present your views and standpoints in a presentation. Preparation, consolidation and practice to ensure that foundations of vocabulary and grammar are solid to build on for the GCSE course.

KS4

## Themes and Topic Areas

The five themes are:

- Identity and culture ✓
- Local area, holiday and travel ✓
- School ✓
- Future aspirations, study and work ✓
- International and global dimension. ✓

All themes and topics must be studied in the context of both the student's home country and that of countries and communities where Tl is spoken.

Identity and culture (Self, family and friends; Daily life, food and drink; Shopping; Social media and technology – use of, advantages and disadvantages; Cultural life, celebrations and festivals; interests and leisure activities.

Local area, holiday and travel (Holidays and destinations; Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping; Town, region and country: weather; places to see; things to do)

School (What school is like: school types; school day; subjects; rules and pressures; celebrating success; School activities: school trips; events; exchanges)

Future aspirations, study and work (Using languages beyond the classroom: forming relationships; travel; employment; Ambitions: further study; volunteering; training; Work: jobs; careers; professions)

International and global dimension (Bringing the world together: sports events; music events; campaigns and good causes; Environmental issues: being 'green'; access to natural resource)

# Key Stage 4- MFL

## Course content and structure

Paper 1: Listening and understanding in French/Spanish/ German;  
Foundation tier: 35 minutes including 5 minutes reading time; 50 marks  
Higher tier: 45 minutes including 5 minutes reading time; 50 marks

25% of the total qualification

Paper 3: Reading and understanding in French/Spanish/German

Foundation tier: 45 minutes; 50 marks

Higher tier: 1 hour; 50 marks

25% of the total qualification

Paper 2: Speaking in French/Spanish/German

Foundation tier: 7–9 minutes plus 12 minutes preparation time; 70 marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 marks

25% of the total qualification

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Edexcel examination board.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Edexcel examination board.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment.

The second theme is allocated by Edexcel examination board. The assessments are conducted by teachers in one session within a prescribed assessment

Paper 4: Writing in French/Spanish/German

Foundation tier: 1 hour 10 minutes; 60 marks

Higher tier: 1 hour 20 minutes; 60 marks

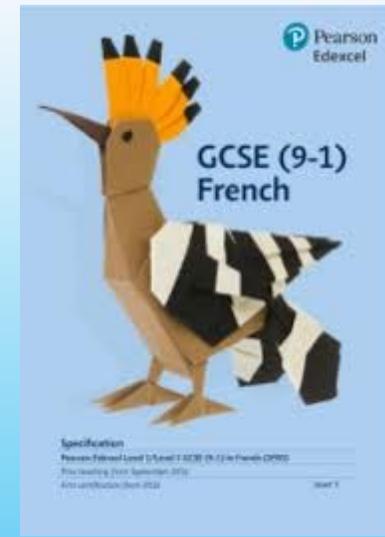
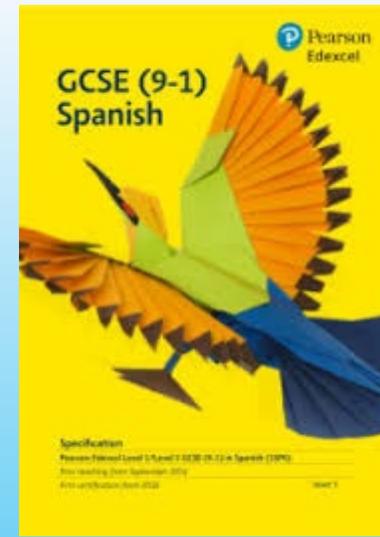
25% of the total qualification

Foundation tier – three open response questions and one translation into the language you are learning.

Higher tier – two open response questions and one translation into the language you are learning

There are two possible tiers of entry and students will be entered for the most suitable entry for their ability. During Key Stage 4, Students continue to be set according to ability.

Students are taught in ability based groups, with the majority of students being entered for the higher tier paper at the end of Year 11.



# Check your Learning

## French and Spanish

### French Food Matching Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw lines to match the French food words to the English words:

le lait		chicken
le fromage		orange juice
le poulet		pasta
la glace		cheese
le yaourt		ice-cream
le pain		fish
le chocolat		milk
les pâtes		yoghurt
le jus d'orange		ham
le jambon		cake
le poisson		chocolate
le gâteau		bread

### French Food Matching Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw lines to match the French food words to the English words:

le lait		chicken
le fromage		orange juice
le poulet		pasta
la glace		cheese
le yaourt		ice-cream
le pain		fish

Empareja las tareas domésticas con las imágenes. Match the household chores with the pictures.

1. hacer la comida

2. barrer el suelo

3. fregar el suelo

4. limpiar los cristales

5. hacer la compra

6. fregar los platos

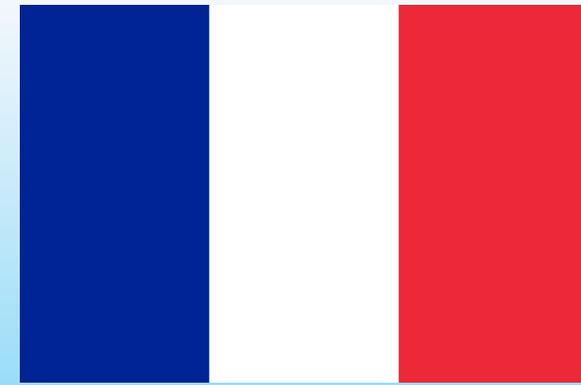
7. poner la lavadora

8. limpiar el polvo

9. planchar la ropa



# Trips



Unfortunately due to the pandemic we were unable to run the Paris trip in 2019- But as soon as restrictions are lifted we intend to run yearly trips to Spain and France to support in the acquisition of target language.

# MFL GCSE Results

Result Set	%
French	
9-4	70%
9-5	44%

Result Set	%
German	
9-4	52%
9-5	28%

Result Set	%
Community Languages	
9-4	100%
9-5	100%

