

## MFL Faculty Rationale

To develop students' language skills so that they are able to communicate with and understand speakers of French/German in a variety of contexts for a variety of purposes. To broaden horizons, develop cultural knowledge and understanding of the identity of the countries and communities where French/German is spoken. To foster transferable skills such as confidence and communication to enable deeper learning where foreign language may become a medium for constructing and applying knowledge. To provide a coherent, satisfying and worthwhile scheme of learning for students who do not progress to further study in MFL.

## National Curriculum Aims KS3

The national curriculum for languages aims to ensure that all pupils:

- 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.

| YEAR 7                                  | Content   | Skills<br>New skills added to existing ones in each half term   | Rationale   |
|---|---|---|---|
| Autumn<br>Half Term<br>1 / weeks<br>1-6 | <ul style="list-style-type: none"> <li>• Cultural awareness of German speaking countries</li> <li>• Language of introductions eg. Numbers, alphabet, greetings</li> <li>• Basic personal info about <b>you</b></li> </ul> | <ul style="list-style-type: none"> <li>• Spelling of new vocab items in the TL</li> <li>• Developing basic aural skills – turning sound into meanings</li> <li>• Developing oracy in the TL</li> <li>• Awareness of language differences i.e. punctuation, accents</li> <li>• Use of the first person in some common verbs</li> </ul> | This first unit aims to deepen students' knowledge of how language works. It enables them to acquire new knowledge, skills and ways of thinking and fosters curiosity and deepen students' understanding of the world. We aim to allow students to express their thoughts and ideas and to enrich their vocabulary in order to increase independent use of language in a range of contexts.                       |
| Autumn<br>Half Term<br>2                | <ul style="list-style-type: none"> <li>• Information about <b>school subjects</b></li> <li>• Opinions of subjects and other things</li> <li>• Time</li> <li>• Eating snacks</li> <li>• Clothes I wear</li> </ul>          | <ul style="list-style-type: none"> <li>• Use key vocab and simple structures in short sentences.</li> <li>• Forming basic opinions</li> </ul>   |   |
| Spring<br>Half Term<br>1                | <ul style="list-style-type: none"> <li>• Information about <b>family</b></li> <li>• Brothers and sisters</li> <li>• Pets</li> <li>• Descriptions of self and others</li> <li>• Personality</li> </ul>                     | <ul style="list-style-type: none"> <li>• Use connectives to extend and develop responses in speaking and writing in the TL eg. und, aber, auch, denn</li> </ul>   | We continue with the primary aim of deepening students' knowledge of how language works and enabling them to acquire new knowledge, skills and ways of thinking, and fostering curiosity and deepening students' understanding of the world. We aim to allow students to express their thoughts and ideas and to enrich their vocabulary in order to increase independent use of language in a range of contexts. |
| Spring<br>Half Term<br>2                | <ul style="list-style-type: none"> <li>• Information about <b>free time</b></li> <li>• Sport</li> <li>• Likes and dislikes of free time activities</li> <li>• What can be done</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Focus on word order and where it differs from English ie. Verb inversion</li> <li>• Use of the 3<sup>rd</sup> person in some common verbs</li> </ul>   |   |

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|--------------------|---|--|--|
|                    |   |  | language in a range of contexts.<br><i>They should now be able to make cross- contextual links in the taught language. We also now provide increasing opportunities for learners to communicate for practical purposes</i> |
| Summer Half Term 1 | <ul style="list-style-type: none"> <li>• Information about <b>area and house</b></li> <li>• Geographical locations</li> <li>• Descriptions of houses</li> <li>• Description of towns</li> <li>• Directions</li> </ul> | <ul style="list-style-type: none"> <li>• Extending sentences with eg. time and frequency phrases</li> </ul>        | In addition to all of the above, we now aim to help students develop spontaneity and become more independent in their use of written and spoken language.  |
| Summer Half Term 2 | <ul style="list-style-type: none"> <li>• Information about <b>holidays</b></li> <li>• Holiday plans</li> </ul>  | <ul style="list-style-type: none"> <li>• Justify and support opinions by giving reasons eg. because....</li> </ul> |  |