

# Modern Foreign Languages (MFL)

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**Curriculum Intent:** We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students’ written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Town and Shopping</b></p> <p>Compass points &amp; locations. Types of town and descriptions. Places in town. Directions. My town in the past and my ideal town. Pocket money &amp; chores. Shops and shopping. Imperfect tense. Conditional tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Be introduced to the past time frame (preterite/perfect and imperfect).</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages.</p>
Autumn Term 2	<p><b>Topic: Environment and Local Area</b></p> <p>Environmental issues. Environmental solutions. Present tense. Simple future tense. Conditional tense. Modal verbs. General customs and festivals.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Continue to use the past time frame (preterite/perfect and imperfect).</p> <p>Provide justified opinions.</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages.</p>
Spring Term 1	<p><b>Topic: Holidays</b></p> <p>Countries &amp; destinations. Transport. Accommodation. Holiday activities. Present tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense.</p>
Spring Term 2	<p><b>Topic: Past and future holidays</b></p> <p>Destinations. Transport. Accommodation. Holiday activities. A special day out. Holiday problems.</p>	<p><b>Students will:</b></p> <p>Revisit the conjugation of the perfect/preterite tense.</p> <p>Revisit the conjugation of the near/simple future tense.</p>

<b>Summer Term 1</b>	<p><b>Topic: Food and Eating out</b></p> <p>Types of food and cuisine. Mealtimes. Preterite/perfect. Restaurants and menus. Previous eating habits (imperfect) compared to now. Healthy living. Diet.</p>	<p><b>Students will:</b></p> <p>Consolidate the conjugation of the perfect/preterite tense.</p> <p>Write and say detailed responses incorporating the past and present time frames and justified opinions.</p>
<b>Summer term 2</b>	<p><b>Topic: Healthy Living</b></p> <p>Parts of body and face. Illnesses and injuries. Remedies. Doctor/pharmacy visits. Healthy living. Sports and fitness. Advice. Healthy living future plans.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Be re-introduced to the future time frame (simple future / near future).</p>
<p><b>Homework:</b> The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation. Students are issued with a homework booklet and homework is set once a week through Satchel:One, normally taking the form of some of the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises</li> <li>• Listening comprehension exercises</li> <li>• Vocabulary learning</li> <li>• Grammar consolidation</li> <li>• Written pieces</li> <li>• Research</li> </ul>		
<p><b>Assessment:</b> Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work There are two formal assessment points: <b>Assessment Point 1</b> – November - Listening, reading and writing All topics covered in Y8 so far and those covered in Y7 too <b>Assessment Point 2</b> – May - listening, reading and writing All topics covered in Y8 so far and those covered in Y7 too</p>		
<p><b>Links to Personal Development:</b> Mutual respect and tolerance – students build their cultural capital and learn to respect others Character – Resilience is needed to prosper in MFL. Moral and social development – Students work together respecting each other’s ideas. Cultural development – Cultural capital is the currency of MFL.</p>		
<p><b>How is my knowledge further developed in Year 9?</b> Phonics and pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 9, so that the students are able to develop further understanding of the key principles of learning a language, whilst tackling new topics and further developing their comprehension and communication skills, ready to embark on the GCSE course in Y10.</p>		