

MFL Curriculum Sequencing – Years 7-9



Louth Academy

Intent

The sequencing of the MFL curriculum is designed to help students learn and embed a range of cultural knowledge, linguistic and grammatical skills in the language. We achieve this by delivering a curriculum that focuses on a variety of communicative tasks in the four key areas of reading, writing, speaking and listening. Students are taught how to build on prior knowledge from Primary school, then develop their key skills and vocabulary during Key Stage Three so that they have the building blocks of the language. At Key Stage 4, if they choose MFL, they develop into better linguists, with a wider vocabulary knowledge and a more mature understanding of the wider world, applying this to relevant issues, whilst at the same time developing a better use of grammar and skills. The topics are sequenced so that they can reinforce their vocabulary knowledge at regular intervals and develop their linguistic skills further. The topics are broken down into chunks depending on the ability of the group so as not to overload their cognitive function, allowing them to become embedded in their long-term memory. The same is true for the grammatical concepts which are revisited regularly to enable good sentence structure and use of a range of linguistic features. Through a combination of pre-teaching and retrieval practise we ensure students' working memory is not overloaded and that students make excellent levels of progress.

The MFL curriculum focuses on key reoccurring themes / knowledge and skills.

Topics– Free time, Education + post-16 opportunities, social and global issues, healthy lifestyles, me, my family, friends and relationships, festivals and celebrations, Technology and the world around me, holidays, where I live

Themes – **Building relationships**, **Respect for cultural diversity**, **social wellbeing**, **preparing for the world of work**, **environment and sustainability**, **communication and the media**

Skills – **Literacy**, **Numeracy**, **collaborative learning**, **independent learning**, **Articulating opinions+ arguments**,

Broader Curriculum Themes are referred to throughout the curriculum where appropriate.

At Louth Academy we aim for subjects to also feed into the whole school themes. For example, In year 9 we look at Human Impact when studying the topic of school and education, and consider how our decisions can influence how we deal with issues such as stress at school, homework or relationships with teachers and other students. These themes enable students to develop more socially and prepare them for wider issues in the outside world when they leave school.

Spanish

Year 7 – Curriculum Intent	Year 8- Curriculum Intent	Year 9- Curriculum Intent
<p><u>Term 1</u></p> <p><u>Topic – Me, My Family and Friends</u></p> <p><u>HT1</u></p> <ul style="list-style-type: none"> • Meetings and greeting • Classroom instructions • Alphabet and phonics • Colours • Classroom objects • Pets <p><u>HT2</u></p> <ul style="list-style-type: none"> • Numbers to 100 • Days, weeks, months and dates • Age and birthdays • Birthday presents • Navidad – Christmas <p><u>Themes</u> Building relationships, Respect for cultural diversity communication and the media</p> <p><u>Skills</u> Literacy collaborative learning independent learning</p> <p><u>Broader Curriculum Themes</u> Travel - Spanish speaking countries, similarities and differences with other cultures</p>	<p><u>Term 1</u></p> <p><u>HT1</u></p> <p><u>Topic – Where I live</u></p> <ul style="list-style-type: none"> • Where I live • Description of my house • Description of my bedroom • House chores • Daily routine • Time <p><u>HT2</u></p> <p><u>Topic – Food and drink</u></p> <ul style="list-style-type: none"> • Opinions on food and drink • Mealtimes • Quantities and prices • Food shops • Eating out <p><u>Themes</u> Building relationships, Respect for cultural diversity, social wellbeing communication and the media</p> <p><u>Skills</u></p>	<p><u>Term 1</u></p> <p><u>HT1</u></p> <p><u>Topic – My town</u></p> <ul style="list-style-type: none"> • Description of my town • Opinions and adjectives • Places in town • Activities in town • Directions <p><u>HT2</u></p> <p><u>Topic – Social and global issues</u></p> <ul style="list-style-type: none"> • Local and global issues • Actions to help the environment • Body parts • Injuries and illnesses • Medicine/cures/doctors office <p><u>Themes</u> Building relationships, Respect for cultural diversity, social wellbeing communication and the media</p> <p><u>Skills</u> Literacy, Numeracy, collaborative learning, independent learning, Articulating opinions+ arguments</p>

<p>past holiday travel, benefits of travel</p> <p>WHOLE SCHOOL CURRICULUM THEME –</p> <p>Safety –following instructions in the classroom, use of formal language</p>	<p>Literacy, Numeracy, collaborative learning, independent learning, Articulating opinions+ arguments</p> <p>Broader Curriculum Themes</p> <p>Travel – Cuisines from around the world</p> <p>Aspirations to travel and try new things</p> <p>My likes and dislikes – judging what I do and don't like and justifying my opinions</p> <p>WHOLE SCHOOL CURRICULUM THEME =</p> <p>TRAVEL – talking about people who live in other countries, in particular Spanish-speaking countries, different places you can visit, different types of housing, different cuisines</p>	<p>Broader Curriculum Themes</p> <p>My likes and dislikes – judging what I do and don't like and justifying my opinions</p> <p>Aspirations and plans for the future</p> <p>Travel – asking/giving directions/speaking to the pharmacist</p> <p>Maintaining a healthy lifestyle.</p> <p>Whole school curriculum theme =</p> <p>Saving the planet – ways of helping the environment at school and in your town, wider environmental issues, eg-climate change and global issues</p>
<p><u>Term 2</u></p> <p><u>HT3</u></p> <p><u>Topic – Me, my family and Friends</u></p> <ul style="list-style-type: none"> • Family members • Physical descriptions • Personality descriptions • Jobs <p><u>HT4</u></p> <p><u>Topic – Where I live</u></p> <ul style="list-style-type: none"> • Where I live • Description of my house • Description of my bedroom • House chores • Daily routine • Time <p><u>Themes</u></p>	<p><u>Term 2</u></p> <p><u>HT3</u></p> <p><u>Topic – Sports and Hobbies</u></p> <ul style="list-style-type: none"> • Opinions on sports • Present tense of key verbs • How often and who with • Other hobbies/weekend activities • Next weekend • Sports you would like to try <p><u>HT2</u></p> <p><u>Topic – Past holidays</u></p> <ul style="list-style-type: none"> • Countries and nationality • Giving extended information and opinions • Travel • Accommodation 	<p><u>Term 2</u></p> <p><u>HT3</u></p> <p><u>Topic – Media and Technology</u></p> <ul style="list-style-type: none"> • Music • TV and film • Mobile tech • Use of tech • Social media uses • Advantages and dangers of social media <p><u>HT2</u></p> <p><u>Topic – My studies</u></p> <ul style="list-style-type: none"> • School subjects and opinions • Time and timetable • School day • School bag and equipment

<p>Building relationships, Respect for cultural diversity communication and the media preparing for the world of work</p> <p><u>Skills</u> Literacy collaborative learning independent learning</p> <p><u>Broader Curriculum Themes</u> Aspirations for the future – jobs and future plans Self esteem – describing my appearance and personality My likes and dislikes – judging what I do and don't like and justifying my opinions <u>WHOLE SCHOOL CURRICULUM THEME –</u> British Values – Respect and tolerance of other people's opinions about work / where they live and other cultures, pride in local area, equality and freedom to express yourself</p>	<ul style="list-style-type: none"> • Weather • Holiday activities <p><u>Themes</u> Building relationships, Respect for cultural diversity environment and sustainability, communication and the media</p> <p><u>Skills</u> Literacy, Numeracy, collaborative learning, independent learning, Articulating opinions+ arguments</p> <p><u>Broader Curriculum Themes</u> Aspirations to travel and try new things My likes and dislikes – judging what I do and don't like and justifying my opinions <u>WHOLE SCHOOL CURRICULUM THEME =</u> EMPATHY – Creating empathy with people by doing similar hobbies and activities during the holidays, empathy for people's problems on holiday, empathy with people from other countries when on holiday</p>	<p><u>Themes</u> Building relationships social wellbeing, preparing for the world of work, environment and sustainability communication and the media</p> <p><u>Skills</u> Literacy, Numeracy, collaborative learning, independent learning, Articulating opinions+ arguments</p> <p><u>Broader Curriculum Themes</u> Dangers of social media, World of technology careers. My likes and dislikes – judging what I do and don't like and justifying my opinions <u>Whole school curriculum theme –</u> Poverty and the economy – music lyrics which look at poverty and hardship, different types of places to go to school eg in Spanish-speaking countries, preparing for work, local economy, impact of social media on highlighting issues such as poverty</p>
<p><u>Term 3</u></p> <p><u>HT5</u></p> <p><u>Topic – Food and drink</u></p> <ul style="list-style-type: none"> • Opinions on food and drink • Mealtimes • Quantities and prices • Food shops • Eating out <p><u>HT6</u></p>	<p><u>Term 3</u></p> <p><u>HT5</u></p> <p><u>Topic – My town</u></p> <ul style="list-style-type: none"> • Description of my town • Opinions and adjectives • Places in town • Activities in town • Directions 	<p><u>Term 3</u></p> <p><u>HT5</u></p> <p><u>Topic – My education</u></p> <ul style="list-style-type: none"> • Description of and opinions about school • Teachers – descriptions and opinions • Uniform description and opinions • Rules and opinions

Topic – Sports

- Opinions on sports
- Present tense of key verbs
- How often and who with
- Sports you would like to try

Themes

Respect for cultural diversity, social wellbeing
environment and sustainability
communication and the media

Skills

Literacy Numeracy collaborative learning
independent learning articulating opinions + arguments

Broader Curriculum Themes

Cuisines from around the world, Grammar. Etiquette

WHOLE SCHOOL CURRICULUM THEME –

Consequence – benefits of sport, hobbies, eating habits and effects on emotional and physical wellbeing, risk taking (extreme sport)

HT6

Topic – Health

- Body parts
- Injuries and illnesses
- Advice
- Medicine/cures/at the doctors
- Healthy eating
- Future intentions

Themes

Building relationships social wellbeing
communication and the media

Skills

Literacy, Numeracy, collaborative
learning, independent learning,
Articulating opinions+ arguments

Broader Curriculum Themes

My likes and dislikes – judging what I do
and don't like and justifying my opinions

Aspirations and plans for the future

Travel – asking/giving

directions/speaking to the pharmacist

Maintaining a healthy lifestyle.

Whole school curriculum theme =

TOGETHERNESS –respecting one another's opinions,
similarities with people from other countries

- Homework and problems
- Stress at school

HT6

Topic – Human impact

- School trips
- Past vs. present
- Latin America
- Festivals and traditions
- Spanish pop culture
- Spanish cuisine

Themes

Respect for cultural diversity
environment and sustainability
communication and the media

Skills

Literacy, Numeracy, collaborative
learning, independent learning,
Articulating opinions+ arguments

Broader Curriculum Themes

My likes and dislikes – judging what I do
and don't like and justifying my opinions

Aspirations and plans for the future

Travel – school trips

Understanding other's traditions

Whole school curriculum theme-

Human impact – decision making with social media,
dealing with stress and mental wellbeing, plus all of
the above topics and the effect they have on society,
eg- collective support of a country, eg- during World

		Cup or other sporting events , cultural impact of festivals, impact of religion on traditions and customs
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