MFL

What is the aim of the curriculum? How does it demonstrate ambition for students?	Our Modern Foreign Languages curriculum aims to develop confident, independent language learners who can understand and express themselves effectively in Spanish (and German for Y11), both in spoken and written form. Using Pearson's high-quality resources and following the Edexcel specification, our curriculum is carefully sequenced from Year 7 to Year 11 to: • Build strong foundational vocabulary and grammar at KS3 that prepares students for success at GCSE. • Foster curiosity, cultural awareness and a positive attitude toward language learning. • Promote the development of the four key skills (listening, speaking, reading, writing) through regular practice, interleaving and retrieval. • Equip students with the linguistic tools and strategies needed for effective communication and real-world use. • Provide inclusive, engaging and aspirational learning opportunities for all learners, ensuring high levels of progress and achievement. By the end of KS4, students will be prepared to succeed in the Edexcel GCSE MFL examination and have the confidence and motivation to continue language learning beyond school. The National Curriculum for MFL at KS3 states that the purpose of study is to: *"liberate from insularity and provide an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing."* Your curriculum aim demonstrates **ambition** by: <u>High expectations for communication and comprehension:</u> *"Develop confident, independent language learners who can understand and express themselves effectively in spoken and written form."* • This aligns with the NC focus on using the language for real communication and expressing ideas clearly and with increasing fluency. <u>Emphasis on progression and strong foundations:</u> *"Build strong foundational vocabulary and grammar at KS3 that prepares students for success at GCSE."* • This shows ambition through long-term planning and coherence between KS3 and KS4, setting up all students for academic success. <u>Cultural awareness and curiosity:</u> *"Foster curiosity, cultural awareness and a positive attitude toward language learning."* • Meets the NC aim of developing awareness of other cultures and fostering a broader world view, which is vital for personal development. <u>Focus on mastering core skills:</u> *"Promote the development of the four key skills (listening, speaking, reading, writing)..."* • In line with the NC requirements for balanced linguistic skills. <u>Inclusion and challenge:</u> *"Provide inclusive, engaging and aspirational learning opportunities for all learners..."* • Reflects the ambition to raise achievement for **all**, including lower attainers, EAL, and SEND students—supporting equity alongside excellence. <u>Real-world application:</u> *"Equip students with the linguistic tools and strategies needed for effective communication and real-world use."* • Ambition is shown by making learning relevant and transferable beyond the classroom, encouraging lifelong engagement. -

How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	Cyclical revisiting of themes and skills. Use of formative assessments, diagnostic feedback based upon knowledge gaps. Peer and teacher assessed work. DNA feedback.

| How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning? | The curriculum is **carefully sequenced** to ensure that students revisit and deepen their understanding of core linguistic structures and vocabulary over time. Each unit introduces new content while **consolidating prior knowledge**, creating a cumulative learning journey. For example:

• **KS3** (using *Viva 1–3* or equivalent) introduces high-frequency vocabulary, key grammatical concepts (e.g. gender, verb conjugation, adjectival agreement), and simple sentence structures.
• As students progress, they revisit these concepts in **increasingly complex contexts** — e.g., from using present tense verbs in Year 7 to manipulating multiple tenses in Year 9.
• Listening, speaking, reading and writing are **interleaved across topics**, with retrieval practice, grammar recap, and scaffolded writing tasks to embed fluency.
• The use of Pearson ActiveHub supports **low-stakes quizzing, adaptive practice**, and cumulative knowledge checks.

This cumulative model ensures that students build **linguistic confidence**, moving from sentence-level responses to extended discourse by the end of KS3, ready for GCSE-style tasks.

How does it pave the way for future learning?
The curriculum lays strong foundations for **success at GCSE and beyond** by:

• Aligning **KS3 outcomes with the Edexcel GCSE assessment objectives** (e.g. translation, spontaneous speaking, photo description).
• Preparing students to tackle **authentic language** (e.g. listening to native speakers, reading longer texts) by gradually increasing complexity and cultural relevance.
• Building grammatical independence — students learn to manipulate language and justify opinions, a key GCSE and A-level skill.
• Fostering **language learning strategies** (e.g. using a dictionary, deducing meaning from context, paraphrasing) that are transferable to other languages or further study.
• Embedding **cultural knowledge** that supports the cultural capital component of GCSE and deepens real-world engagement.

By the end of Year 11, students are not only exam-ready but also equipped with the skills, resilience and curiosity to continue language learning at A-level or in practical settings like travel, work or further education. |
| How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4) | The MFL curriculum is designed not only to build linguistic proficiency but also to **explicitly link language learning to real-world opportunities and future careers**. This is achieved through:

1/Integrated Careers Contexts in Lessons
• Topics within the Pearson/Edexcel curriculum (e.g. jobs, travel, holidays, technology, school and future plans) provide **natural opportunities** to explore the role of languages in the workplace.
• Lessons include discussions of **career sectors where languages are valuable** (e.g. business, translation, tourism, diplomacy, journalism, education, international law, humanitarian work).
• Tasks are adapted to include **"real-world" communicative scenarios**, such as applying for a job abroad or conducting an interview in Spanish.
2/Progression Routes
• Students are made aware of the pathways from **GCSE to A-level**, university, apprenticeships, and international study/work programmes.
• Displays, assemblies, and subject talks highlight **former students' journeys**, language career stories, or university language pathways. |

- KS4 students are introduced to **Post-16 options** (e.g. A-level Spanish, combining languages with other subjects like History, Law, or Business).

3/ Employer Encounters and Cultural Capital

- Cultural topics (e.g. festivals, traditions, regions) foster **global awareness**, which is vital for many modern careers.
- Collaboration with the careers lead can provide **guest speakers**, **language-focused employer talks**, or **virtual links to professionals** using languages in their jobs.

4/ Language Skills as Employability Skills

- The curriculum makes explicit how language learning builds **transferable skills**: communication, problem-solving, resilience, memory, adaptability, and intercultural competence.
- Students reflect on how these skills apply across sectors, helping to raise aspirations and engagement.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Mi vida	Mi tiempo libre	Mi insti	Mi familia y mis amigos	Mi ciudad	Spanish-speaking countries project
	8	Mis vacaciones	Todo sobre mi vida	¡A comer!	¿Qué hacemos?	Operación verano	Film/Festival project
	9	Somos así	¡Oriéntate!	En forma	Jóvenes en acción	GCSE Transition	GCSE Bridging project
	10	¡Desconéctate!	Mi vida en el insti	Mi gente	Intereses e influencias	Ciudades	Cultural extension
	11	De costumbre	¡A currar!	Hacia un mundo mejor	Revision & exam practice	Final revision & exams	Post-GCSE project
What key threshold concepts /core skills / themes are covered each half term?	7	Introductions, age, birthdays; present tense; phonics	Hobbies, sports; present tense; frequency phrases	School subjects, opinions; opinions+infinitives	Family, pets, descriptions; adjective agreement	Town, directions; hay/no hay; ir	Cultural project; recap grammar
	8	Preterite tense holidays	Technology, media; comparatives	Food, meals; opinions/negatives	Arranging outings; querer/poder; future plans	Shopping, clothes; near future tense	Cultural project; cross-topic revision
	9	Free time, tech; reflexives	Jobs, aspirations; near future & conditional	Healthy living; modal verbs, negatives	Social issues; imperatives; future	GCSE-style tasks; present vs preterite	Identity & culture; mixed tenses
	10	Holidays; preterite vs present; photo cards	School life; comparatives; modal verbs	Relationships; reflexives; ser/estar	Hobbies/tech; imperfect; soler	Local area; future tense; writing tasks	Cultural work; GCSE skill building
	11	Health, routine; reflexives; passive voice	Jobs, future plans; conditional	Environment, global issues; subjunctive intro	Exam skills; mixed tenses	GCSE exams; technique focus	Culture project; real-world Spanish