



GREENWOOD ACADEMIES TRUST



MFL Intent document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

Our MFL Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

- Modern Languages have a pre-eminent place in the national curriculum and in society in fostering pupils' general curiosity of others and deepen their understanding of the multicultural world they live in.
- Our MFL department contributes to the whole academy intent by delivering a high-quality and knowledge-rich curriculum which will teach pupils to demonstrate an appreciation of other cultures and to further develop inter-cultural communication skills that are essential to all global citizens.
- Our lessons are intelligently planned with a blend of all four language skills to increase confidence, fluency and spontaneity as well as promote literacy and numeracy across all teaching, where applicable. Lessons will include elements of interleaving and retrieval to enable pupils to reflect on what they have learnt in the language as well as how to make links with other subjects in the curriculum. For example, our virtual cultural visit to the volcanoes of La Reunion or the Auvergne region is sequenced to be taught around the time volcanoes are taught in Geography. Likewise, historical references to William the Conqueror or the World War 2 landing beaches are made around the time History teaches WW2.
- MFL lessons are by nature culturally rich and broaden horizons by exposing pupils to everything they know from a different perspective as well as going beyond what they know by developing further their knowledge of their own culture whilst studying others. MFL will give pupils opportunities to study all subjects offered in the national curriculum and beyond but in a foreign language. Food, for example, is a great topic to look at language construction, geography, history or health and fitness to name a few.
- Learning a language is, in itself, a huge character-building experience as pupils discover the skill of Communication beyond their comfort zone. Students are challenged to Lead and take part in conversation, work on their Organisation skills and develop Resilience to the unknown so they can grow as well-rounded citizens of the world and take Initiative to get there.
- Through learning a language with us, pupils will be introduced to audio-visual and written authentic material and given the opportunity to develop many cross curricular skills through foreign cooking lessons, the study of foreign films and literature, looking into geography topics and historical moments. MFL will also give students a taste of authenticity through trips to Christmas markets, Normandy or Paris to name a few, all of which being opportunities to broaden their horizons beyond Northamptonshire.
- Being values-driven, Modern language teaching has at its core the development of principled young people. By studying 'foreignness' we want to instil an understanding and respect for difference and diversity that will lead to kindness and openness.

2. Our key concepts and core domains of knowledge

At KS3:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

At KS4, students should:

- develop their ability and ambition to communicate with native speakers in speech and writing conveying what they want to say with increasing accuracy
- GCSE in languages should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world
- learn to express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

Topics

- Identity and culture: looking at self, others relationships, technology, free time, customs and festival.

- Local, national, international and global areas of interest: looking at home and environment, charity and voluntary work, healthy and unhealthy living, environment, poverty and homelessness as well as travel and tourism.
- Current and future study and employment: looking at general studies, life at school, education post-16, jobs and careers.
- the content, contexts and purposes of a GCSE specification in a modern foreign language will provide an appropriate foundation for A level study and a suitable preparation for higher education or employment

At KS5

- Pupils are expected to push their knowledge and skills further into the areas of literature, filmography, history, science and ethical topics.
- In addition to high level practical language skills, the content of AS and A level in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.
- The content for AS and A level in a modern language has been designed to be of relevance to students of all disciplines, whether they intend to progress to further study in the subject or not.
- It will provide a robust foundation for those wishing to study a modern language to degree level or equivalent.

3. The end points of our curriculum

At the end of KS3, our pupils will have:

- an appreciation of languages as a tool for personal, intellectual, and social growth through a grasp of enduring themes which look at young people in their everyday context of family, home, past times and education.
- become more confident communicators by developing an enjoyment in understanding and/or using a foreign language
- an awareness of and increased respect for different cultures and how these compare to their own
- oracy and written skills built through the development of expressing opinions, presenting arguments and debating
- literacy skills across languages through the grasp of language patterns and formation
- an understanding of how a foreign language can challenge and sustain ways of thinking and give a sense of global community

At the end of KS4, our pupils will have:

- ensured progression from key stage 3 national curriculum requirements and the possibilities for development into A Level.
- an appreciation of languages as a tool for personal, intellectual, and social growth through a grasp of enduring themes ranging from Identity and culture to Current and future study and employment via Local, national, international and global areas of interest
- where applicable, gained a standard pass/grade 4 qualification in French or a Home Language, which will allow them to go on to destinations that meet their aspirations.

At the end of KS5, our pupils will have:

- ensured progression from GCSE requirements and the possibilities for development into a Degree.
- enhanced their linguistic skills and promoted and developed their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken

- developed control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- developed their ability to interact effectively with users of the language in speech and in writing, including through online media
- developed language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engaged critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- developed knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- equipped themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
- Gained at least a grade C.