

Modern Foreign Languages Curriculum Intent



In MFL at TRS, we strive to create resilient learners who achieve academic success in lessons and develop the passion to become lifelong language learners and culturally aware citizens once they leave.

To achieve this, we provide access to a broad and ambitious Modern Foreign Languages curriculum, which equips students with a functional linguistic skill set to be successful, both in exam settings and when communicating with someone who does not speak the same language as them. We strategically sequence our curriculum to support the development of key life skills such as confidence, oracy, literacy, collaboration and creativity.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

Our MFL curriculum teaches students to listen, speak, read, write and translate in French or Spanish. We teach students both the conceptual knowledge of the subject, for example, vocabulary, grammar and phonics, and the procedural knowledge required to apply it, for example, how to have a conversation or translate text. We teach through topics, for example festivals. This gives students the opportunity to learn the powerful knowledge within culturally relevant settings.

At KS3, our curriculum extends beyond the National Curriculum to provide a rich education in MFL. At GCSE student study is assessed through the Edexcel GCSE exams, sitting either higher or foundation exams. At KS5 students study for the Edexcel A Level qualification.

Knowledge is Diverse, Inclusive and Representative

Students at all key stages have the opportunity to be taken beyond their immediate experience. For example, the Year 9 curriculum focused on French and Spanish speaking foods, countries, festivals and traditions. Students can compare their own cultural experiences to those of Francophone and Spanish speaking countries.

Our curriculum is diverse and inclusion is never tokenistic. Role models are an essential part of our curriculum. We use a wide range of role models, providing students with both windows and mirrors. For example, in Year 7, the family topic includes a diverse range of family structures, and the people we listen to and learn about have a wide range of names, backgrounds, stories and accents, representing our local, national and global community. This is also true of our teaching team, subjects are taught by subject specialists, each with our own experience of living and working abroad.

We actively address controversial issues, and explicitly challenge unhelpful and harmful stereotypes. For example, in Year 10 students have the opportunity to explore issues such as inequality in sport in France and Spain, Year 12 explore the changes in law around same sex marriage in France, and Year 13 explore the opportunities and challenges of immigration in France. Students also explore issues of discrimination, for example looking at children's rights and education around the world in Year 9. We never promote opinion, and ensure that we always share the evidence for an against ideas rather than teaching opinion as fact.

Education with Character

In the Regis 10, resilience, independence, welcoming and creativity are particularly important in languages, both in learning the language, and in applying their language to the real world.

Students actively explore character. For example, in Year 7 students explore their own identity, this builds to looking the character of their family and friends, and later teachers. In Year 9 students look at what makes a good friend and role models. Students have lots of opportunities for debate, they are encouraged and supported to share their own opinions, as well as how to listen and be respectful of others' opinions. For example, students debate whether phones and religious symbols should be allowed in school, and whether uniform should be required, comparing the norms of European schools to our own.

Our environment topic supports students to develop their understanding of civic values and develop of responsible, respectful and active citizens. For example, exploring how to improve their local environment and community, including reducing litter and how to help the homeless community.

How Students Acquire this Knowledge

"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."

Coherent whole

Our curriculum is carefully sequenced to build from the building blocks of language in Year 7 through to students independently writing an extended research project and conversing fluently in Year 13. Progression has been carefully mapped backwards from Year 13 endpoints, strategically mapping how hierarchical and cumulative knowledge builds over the course of the curriculum to form a coherent whole. For example, we carefully build their knowledge of tenses through KS3, so that they can use past, present and future by the end of Year 9. This strong foundation is built on at KS4 and KS5 by increasing students' application of the tenses across a wider range of topics and situations, using their tenses creatively to produce developed answers with increasing fluency.

We make meaningful connections within our subjects and beyond our subjects. For example, Year 7 learn about their school uniform during their 'school' unit. This builds to Year 10 where students learn about school uniform in France / Spain, including whether religious symbols are allowed and we make an explicit link to the RE curriculum. In Year 9 we look at foods around the world and there are direct links to food technology.

Acquire and Apply

New knowledge is introduced carefully and in small chunks. Lessons start by retrieving and revisit prior knowledge every lesson to locate relevant existing conceptual frameworks for the new knowledge. We actively make links between topics, for example, students will acquire the phrase 'there is' in Year 7 in the family topic, then need to apply this in the school and the town topics later in the year. This builds to GCSE when students apply this knowledge to describing a photo in their exam.

We strategically plan for interrupting the forgetting curve. For example, the Do Now activity is a translation from 'this week, last week, last year', low stakes quizzes.

Sufficient time is spent with new knowledge to integrate it into existing conceptual frameworks. New information is gradually acquired to prevent cognitive overload, and care is taken not to introduce too many pieces of knowledge that would sit in different conceptual frameworks at any one time. For example, students get lots of practice in varied You Do tasks, practising with the new knowledge in listening, speaking, writing, reading and translating activities. Home learning focuses on acquisition of vocabulary which students then apply within the lessons, giving students more time within the lessons to grapple with challenging application.

Adapt and Improve

Our curriculum is adapted to teach our students what, when and how it is best for them.

Adapt what is taught: The knowledge we teach is chosen strategically to allow students to see mirrors and windows. For example, we look at tourism in Bognor Regis, as well as global case studies from Francophone and Spanish speaking countries from across the world. We discuss a local issues as well as global celebrations such as a carnival in Guadeloupe, winter festival in Canada and Mexican day of the dead. This adaptation is essential to provide our students with the powerful knowledge that will empower them with the academic and cultural capital to take their languages beyond school.

Adapt when it is taught: There is huge scope for reordering topics in languages. We carefully consider the sequencing but will also respond to the needs of students. For example, if students have found a topic particularly challenging, we can adapt the future curriculum to build in more opportunities for revisiting and applying this knowledge in order to close their gaps.

Adapt how it is taught: *In languages we follow The Regis Way, informed by Barak Rosenshine's Principles of Instruction and techniques from Teach Like a Champion.* Teachers' planning is responsive to their class as individuals, including, for example, appropriate scaffolding for SEND or resequencing lessons to revisit knowledge where it is evident that there are gaps in knowledge.

Improve: Teachers are responsive in lessons to the needs of students. They check for understanding throughout lessons, reteach where required and provide students with feedback to improve. Curriculum development is an ongoing process. We work collaboratively internally and with external subject communities, including our Trust Advisors. This ensures it continuously improves and remains relevant and fit for purpose for our students and the world they are growing up in. For example, addressing relevant issues from the news, such as the law in France about phones in schools, and up to date and relevant apprenticeship and university information.

Adapt and improve

Adapt what is taught: Our curriculum is designed to be adaptable for each cohort, each class and each individual. We know and appreciate that every student has different strengths and weaknesses and different ways of learning and our curriculum supports this. Our curriculum has been created to be adaptable to suit each individual learner to ensure they can strive for greatness. In Modern Foreign Languages, we respond to enthusiasm and passion and encourage students to explore areas that interest them the most should this be performance, design, direction or stage management.

The content taught offers valuable opportunities to adapt to what is current in the world around them, encouraging meaningful discussion, curiosity and discovery.

Adapt when it is taught: The curriculum is carefully sequenced to ensure students continue to build on knowledge and skills previously learnt. Students are constantly encouraged to draw on what they have learnt so far and consider how it can be applied to different works. As students progress through KS3, preparation begins for if they choose to continue with Modern Foreign Languages at GCSE level. More theory work is taught, as well as how to analyse and evaluate theatrical performances. At GCSE, students are introduced to different genres, styles and practitioners, developing an understanding of how performances are planned, created and performed. This continues to be developed at KS5 with a more in depth focus, leading students on a journey to mastery. Where additional time needs to be spent on a particular area, this will take priority over moving onto the next unit to ensure students have a fully developed and coherent understanding.

Adapt how it is taught: Although the core content and fundamental skills of the curriculum are delivered to all students, we recognise that students learn differently and respond differently to certain approaches. In Modern Foreign Languages our curriculum is created in a way so that teaching it can be adapted depending on the class, cohort or individual. We recognise that not all students respond well to being asked to read aloud individually in a different language and perhaps need more assistance and support in the way they learn to get the most out of Modern Foreign Languages. Our curriculum therefore aims to teach our students using different learning outlets; choral repetition, call and response, turn and talk, written translation, reading, listening, sentence building and even song.

Improve: Curriculum development is an ongoing process that is constantly being updated and refreshed so that it supports the needs of our students and aids whole school principals and focus. Teachers of Modern Foreign Languages work collaboratively with assistant principals to ensure the curriculum is continuously improving and providing the best Modern Foreign Languages education that is suited for our students. Assessment is used constantly to identify gaps in knowledge and to check for understanding but also to ensure the curriculum remains impactful, interesting and exciting.