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| **Modern Foreign Languages** | | | | | | | | | |
| **Key Stage 4:**  AQA | | | | | **Key Stage 5:**  AQA | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 3 lessons per week | | 3 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **J. Emuan** | | Co-Curriculum Leader | | | **U. Vallade** | | | Teacher | |
| **T. Goulbourne** | | Co-Curriculum Leader | | | **P. Mbakam** | | | Teacher | |
| **M. Greco** | | Unqualified Teacher | | |  | | |  | |

**Intent: what are we trying to achieve with our curriculum?**

Modern Foreign Languages (MFL) are an important part of our students’ education. Our mission is to help students maximise their ability to communicate effectively with people from other countries and to understand their cultures, attitudes and customs, thereby developing the whole child.

In MFL we hope to open students’ minds to different cultures and to nurture a lifelong passion for language learning. Learning a Modern Foreign Language helps pupils to develop an interest in the similarities and differences between themselves and others, encapsulated in the statement that “A different language is a different vision of life”

There are so many clear personal, cultural, social, and career benefits in being able to communicate confidently in another language.  We believe that every child at Bacon’s College should have the opportunity to develop their own modern foreign language skills.

We want our pupils to be enthusiastic, engaged and challenged, and to develop their ability to use and understand another language. Our MFL curriculum also aims to enhance the richness and diversity of different cultures through the use of authentic resources and the opportunities to experience the language studied both inside and outside the classroom.

Pupils at Bacon’s College study French or Spanish and, in their lessons, our pupils will gain systematic knowledge of key vocabulary, structures and grammar of the new language, and a better understanding of how these are used by native speakers. Moreover, we want to develop confident and independent pupils who are not afraid to communicate in a different language.

**Implementation: how do we deliver our curriculum?**

**French**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **Accès Studio**  Why learning a language?  Learning to pronounce key French sounds/phonics Classroom commands in the TL  Classroom requests  Meeting and greeting  Spelling in French/the Alphabet  Saying what you have in your school bag using the indefinite articles and the plural  Counting to 21 and saying how old you are  Learning the days of the week and months of the year  Saying when your birthday is  Describing a classroom using the indefinite and definite articles | **La rentrée**  Learning to pronounce key French sounds/phonics  Talking about brothers, sisters and age using the verb avoir Talking about likes and dislikes Using the verb aimer + the definite article  Describing yourself and others using adjective agreement Saying what you do Understanding infinitives and regular –er verbs Creating a presentation about yourself  Giving dates in French | **En classe**  Giving dates in French Talking about colours Telling the time  Saying what you think of your school subjects and why  Talking about like and dislike using –er verbs  Talking about your school day Using new –er verbs Learning about a typical French school  Reading and listening for gist  Saying what there is/isn’t using il y a and il n’y a pas de... Agreeing and disagreeing | **Mon temps libre**  Talking about weather and seasons Learning more key French sounds  Talking about which sports you play using jouer à Talking about activities you do using the verb faire Discovering sport in French-speaking countries Using cognates and context Talking about what you like doing using aimer + the infinitive Creating an interview with a celebrity Forming and answering questions | **Ma vie de famille**  Talking about animals Using higher numbers Describing your family Using the possessive adjectives my and your Describing where you live using the nous form of – er verbs Talking about breakfast Using the partitive article (du/de la/de l’/des)  - Talking about where people live using the je and tu forms of the verb habiter  - Describing your home  - Describing your bedroom using simple preposition | **Révisions**  Revision and Review of Modules 1-5 |
| **Year 8** | **Vive les vacances!**  Learning to pronounce key French sounds/phonics  Talking about school holidays  Revising être and avoir  Saying what you did during the holidays  Using the perfect tense of regular –er verbs  Describing a visit to a theme park  Using the irregular verbs  Saying where you went and how  Using the perfect tense that take être  Listening for negatives in the perfect tense  Reading to spot the perfect tense in a text  Asking and answering questions  Using the present and perfect tenses together. | **J’adore les fêtes!**  - Talking about festivals and celebrations  Saying what you like and dislike  Describing festivals and special days  Using the present tense of regular -ir and re verbs  Buying food at a market using transactional language  Using prediction to help with challenging listening passages  Giving answer in French for a reading task  Talking about a future trip  Using the near future tense with questions  Writing about the New Year  Combining the present and the near future tense | **À loisir**  Talking about celebrities and TV programmes  Using singular and plural adjective agreement  Talking about digital technology  Forming and answering a range of questions  Talking about reading using using –ir and re verbs  Talking about music  Agreeing, disagreeing and giving reasons  Arranging to go to the cinema  Buying cinema tickets  Talking about leisure activities using negatives  Spotting synonyms  Looking up perfect tense verbs when reading  Using three tenses when speaking  Speaking from notes | **Daily routine, health and fitness**  Talking about daily routine using reflexive verbs  Learning about healthy eating using du, de la and des  Making plans to get fit using the near future tense  Describing levels of fitness using two tenses together  Talking about injuries and illness  Taking part in a conversation with a doctor  Talking about clothes using the near future tense | **School and future plans**  Talking about school subjects and and telling the time  Talking about your daily routine using reflexive verbs to say what you do  Talking about school pressures using “il faut” and “il est interdit de” +infinitive  Talking about your plans using “je vais, je veux and je voudrais + infinitive. Learning languages using “on peut”  Talking about your ambitions/ jobs using masculine and feminine nouns | **Révisions**  Revision and Review of Modules 1-5 |
| **Year 9** | **Qui suis-je?**  - Revising family and describing people  - Revising places in town and activities  - Talking about friends and what makes a good friend  - Using regular - er verbs in the present tense  - Talking about the family relationships using reflexive verbs in the present tense | **Qui suis-je?**  - Describing a day out  - Using the perfect tense  - Discussing role models  - Using the present and perfect tenses  - Revision of the Reading and Listening skills  - Revision of the Speaking skills  - Revision of the writing skills  **End of module assessments**  (Listening reading, writing and speaking) | **Jour ordinaires, jours de fête**  - Talking about food and meals  - Discussing clothes  - Describing your daily life  Using *pouvoir* and *devoir*  - Shopping for clothes  - Using quel(s)/quelle(s) and ce/cet/cette/  ces  *- Describing festivals and traditions*  *- Asking questions using est-ce …? And qu’est-ce que...?* | ***Jour ordinaires, jours de fête***  *- Talking about shopping for a special meal*  - Using the present and near future tenses  - Revision of the Reading and Listening skills  - Revision of the Speaking skills  - Revision of the writing skills  **End of Module assessments**  (Listening reading, writing and speaking) | **De la ville à la campagne**  - Talking about where you live, weather and transport  - Describing a town and asking the way - Describing a region - Using the pronoun y  - Talking about your town, village or district - Using negatives  - Discussing what to see and do - Asking questions using quell/quelle/quells/quelles | **De la ville à la campagne**  - Discussing plans and the weather - Using the future tense  - Describing community projects  - Using the present, perfect and future tenses  - Using the future tense  - Describing community projects  - Using the present, perfect and future tenses  **End of Module assessments**  (Listening reading, writing and speaking) |
| **Year 10** | **Le temps des loisirs (GCSE Theme 1: Identity and culture)**  - Revising leisure activities  - Revising films and going to the cinema  - Talking about sport using depuis + present tense  - Talking about using technology  - Describing reading habits and music  - Using negatives | **Le temps des loisirs (GCSE Theme 1: Identity and culture)**  - Talking about television programmes  - Using the comparative  - Talking about a night out with friends  - More on the perfect tense  - Revision of the Reading and Listening skills  - Revision of the Speaking skills  - Revision of the writing skills  **End of module assessments**  (Listening reading, writing and speaking) | **Le grand large** **(Theme 2: Local, national, international and global areas of interest)**  - Talking about what you normally do on holiday  - Talking about holidays (past, present and future)  - Talking about an ideal holiday  - Using the conditional  - Booking and reviewing hotels  - Using reflexive verbs in the perfect tense  - Ordering in a restaurant  - Using en + the present participle | **Le grand large** **(Theme 2: Local, national, international and global areas of interest)**  - Talking about travelling  - Using avant de + the infinitive#  - Buying souvenirs  - Using demonstrative adjectives and pronouns  - Talking about holiday disasters  - Using the pluperfect tense  **End of Module assessments**  (Listening reading, writing and speaking) | **Au collège** **(Theme 3: Current and future study and employment)** - Revising school subjects and talking about your timetable  - Talking about your school  - Comparing school in the UK and French-speaking countries  - Discussing school rules (il faut/il est interdit de) | **Au collège** **(Theme 3: Current and future study and employment)**  - Discussing healthy living  - Using the imperative  - Discussing vices  - Using the present and future tenses  - Talking about school exchange  - Using the past, present and future timeframes  **End of Module assessments**  (Listening reading, writing and speaking) |
| **Year 11** | **Bon travail!** **(Theme 3: Current and future study and employment)**  - Discussing jobs and work preferences  - Discussing career choices  - Saying better/worse and the best/worst thing  - Talking about plans, hopes and wishes  - Using subjunctive  - Applying for jobs  - Using direct objects in the perfect tense  - Understanding case studies  - Using verbs followed by à and de  **-** Revision of the Reading and Listening skills  - Revision of the Speaking skills  - Revision of the writing | **Un oeil sur le monde** **(Theme 2: Local, national, international and global areas of interest)**  - Talking about what makes you tick  - Discussing problems facing the world  - Making connections between word types  - Talking about protecting the environment  - Using the modal verbs, pouvoir and devoir in the conditional  - Discussing ethical shopping  - Using the passive  - Talking about volunteering  - Using indirect object pronouns  - Discussing big events  - Giving arguments for and against | **Revision and Exam Preparation**  - Revision of all modules reading, listening, speaking tasks, writing tasks and translations  - Mock exam papers and suitable examination questions  - Role play, photo card practice along with regular practice of conversation topics | **Revision and Exam Preparation**  - Revision of all modules reading, listening, speaking tasks, writing tasks and translations  - Mock exam papers and suitable examination questions  - Role play, photo card practice along with regular practice of conversation topics | **Revision and Exam Preparation**  - Revision of all modules reading, listening, speaking tasks, writing tasks and translation  - Mock exam papers and suitable examination questions  - Role play, photo card practice along with regular practice of conversation topics | **Public Examinations** |
| **Year 12** | **La famille en voie de changement**  La vie de couple: nouvelles tendances  Monoparentalité, homoparentalité, familles recomposées  Grands-parents, parents et enfants: soucis et problems    ***Grammar and skills***  Imperfect tense Perfect tense Recognise the past historic Skim texts Translate into French Use a bilingual dictionary  **Assessment:**  **• Formal Assessment End of module** | **La cyber-société**  Comment la technologie facilite la vie quotidienne  Quels dangers la cybersociété pose-t-elle?  Qui sont les cybernautes?  **Grammar and skills**  Understand and use infinitive constructions Understand and use object pronouns Form the present tense  Express opinions Use strategies to broaden range of vocabulary Answer questions in French  **Assessment:**  **• Formal Assessment End of Module Test** | **Le rôle du bénévolat**  Qui sont et que font les bénévoles?  Le bénévolat: quelle valeur pour ceux qui sont aidés?  Le bénévolat: quelle valeur pour ceux qui aident?  **Grammar and skills**  Use connectives Conditional + si sentences  The future tense  Interpret and explain and interpret figures and statistics Summarise from reading and listening  Translate into English  **Assessment:**  **• Formal Assessment End of module test** | **Une culture fière de son patrimoine**  Le patrimoine sur le plan national, régional et local  Le patrimoine et le tourisme  Comment le patrimoine reflète la culture  **Grammar and skills**  Use of adjective agreements, comparatives and superlatives  Use of Si sentences Use of the subjunctive  Develop extended answers  Avoid repetition Interpret pictures  **Assessment:**  **• Formal Assessment End of module test** | **La musique francophone contemporaine**  La diversité de la musique francophone contemporaine  Qui écoute et apprécie la musique francophone contemporaine?  Comment sauvegarder la musique francophone contemporaine?  **Dossier cinéma**  **Grammar and skills**  *Use of question and command forms*  *Use of the Subjunctive*  *Use of the conditional*  *Listen for details Justify opinions Express doubt and uncertainty*  **Assessment:**  **• Formal Assessment End of module test** | **Le septième art?**  Pourquoi le septième art?  Evolution du cinéma: les grandes lignes  Le cinéma: une passion nationale Introduction au  Introduction au travail de recherche  **Dossier cinéma**  **Grammar and skills**  Infinitive constructions Si sentences (Pluperfect/Past conditional) Connectives + subjunctive  Summarise from listening Use persuasive language Write with a purpose  **Assessment: Mock AS exam Paper 1 and 2 Mock Speaking exam** |
| **Year 13** | **Les aspects positifs d'une societé diverse**  L’enrichissement dû à la mixite ethnique  Diversité, tolerance et respect  Diversité, un apprentissage pour la vie  ***Grammar and skills***  Form and use the present future and conditional tenses  Use dictionary skills and use strategies for gist comprehension Pronounce loanwords  **Quelle vie pour les marginalisés?**  Qui sont les marginalisés  Quelle aide pour les marginalisés? Quelles attitudes envers les marginalisés  ***Grammar and skills***  Form and use the imperfect, the perfect and the pluperfect tenses  Respond to a stimulus Express approval and disapproval  Use synonyms  **Dossier cinéma et literature**  **Assessment:**  **Regular marked homework**  **AS Exam feedback** | **Comment on traite les criminels?**  Quelles attitudes envers la criminalité  La prison: échec ou succès? D'autres sanctions  **Grammar and skills**  Recognise and understand the past historic  Use different tenses with si Infinitive construction  Express obligation  Ask questions and create a dialogue Summarise a reading text  **Individual research project**  **Assessment:**  **Regular marked homework**  **End of module test** | **Les ados, le droit de vote et l'engagement politique**  Pour ou contre le droit de vote?  Les ados et l'engagement politique: motivés ou démotivés? Quel avenir pour la politique?  **Grammar and skills**  Form and use the passive voice, the subjunctive mood  Avoid the passive Talk about data and trends  Express doubt and uncertainty  **Manifestations et grèves: à qui le pouvoir?**  Le pouvoir des syndicats Manifestations et grèves – sont-elles efficaces? Attitudes différentes envers ces tensions politiques  **Grammar and skills**  Subject and object pronouns  Relative pronouns Demonstrative adjectives and pronouns  Translate the English gerund into French  Promote a cause Talk about priorities  **Dossier cinéma et literature**  **Assessment:**  **Regular marked homework**  **End of module test** | **La politique de l'immigration**Solutions politiques à la question de l'immigration L'immigration et les partis politiques L'engagement politique chez les immigrés  **Grammar and skills**  Form and use combinatiom tenses Imperfect and perfect tenses  Form and use the future perfect and conditional perfect  Choose the right tenses  Describe a change Summarise from listening  Disagree tactfully  **Individual research project**  **Assessment:**  **Regular marked homework**  **End of module test** | **Exam Prep / A Level Speaking Exam** | **Actual A level Paper 1, 2 and 3** |

**Spanish**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **Mi Vida – Key Skills**  Introductions  Family  Numbers and Alphabet  Pets  Adjectives  Verbs  **End of module assessments**  (Listening and Speaking) | **Mi tiempo libre!**  Hobbies and Sports  Weather  Using *-ar* verbs in the present tense  Using *hacer* and *jugar*  Questioning  **End of module assessments**  (Reading and Writing) | **Mi Insti**  Talking about school subjects and asking questions  Giving opinions and reasons  Describing your school Using ar verbs to say what we do Using me gusta Using er and ir verbs  **End of module assessments**  (Listening and Speaking) | **Mi Familia y Mis Amigos**  Describing your family  Describing your hair and eye colour  Describing where you live  Using the verbs ser and tener  Using verbs in the third person  Using the verb estar  **End of module assessments**  (Reading and Writing) | **Mi Ciudad**  Describing your town or village  Telling the time  Saying what you are going to do at the weekend | **Repaso y consolidación**  Revision and Review of Modules 1-5  **End of year assessments** |
| **Year 8** | **De Vacaciones**  Using the preterite of ‘ir’  Saying what you did on holiday Using the preterite regular ‘ar’ verbs  Describing the last day of your holiday Using ‘er’ and ‘ir’ verbs  Saying what your holiday was like  Using the preterite of ‘ser’  Using the preterite and present together to describe an amazing holiday.  **End of module assessments**  (Listening and Speaking) | **Todo Sobre Mi Vida**  Saying what you use your phone for/revising the present tense  Saying what type of music you like/giving a range of opinions  Talking about tv using the comparative  Saying what you did yesterday using the present and the preterite  Understanding a tv guide and tackling an authentic text  Learning about young people’s lives/using two tenses in the he/she form  **End of module assessments**  (Reading and Writing) | **A Comer**  saying what food you like using a wider range of opinions  Describing meal  times/using negatives  Ordering a meal/using usted/ustedes  Discussing what to buy for a party/using the near future tense  Giving an account of a party using all three tenses together  Learning about food in other countries/using direct object pronouns.  **End of module assessments**  (Listening and Speaking) | **Que Hacemos**  Arranging to go out/using me gustaria + infinitive  Making excuses using ‘querer’ and ‘poder’  Discussing getting ready to go out/using reflexive verbs  Talking about clothes/saying this/these  Talking about sporting events using the three tenses  Writing about a problem/using structures with two verbs.  **End of module assessments**  (Reading and Writing) | **Orientate**  Saying what you have to do at work using ‘tener que’ Saying what job you would like to do/using correct adjective agreement Talking about your future with more practice of the future tense Describing your job with more practice of the three tenses Coping with authentic texts/skimming and scanning a text. | **Repaso y consolidación**  Revision and Review of Modules 1-5  **End of year assessments** |
| **Year 9** | **Somos Asi**  Talking about things you like using irregular verbs in the present tense Talking about your week/Using regular verbs in the present tense Talking about films/using the near future tense Talking about a birthday using the preterite Talking about life as a celebrity using three tenses together Understanding descriptions of days out Reading about film stars and films and understanding challenging texts  **End of module assessments**  (Listening and Speaking) | **En Forma**  Talking about diet/Using direct object pronouns Talking about an active lifestyle using stem-changing verbs Talking about your daily routine using reflexive verbs Talking about getting fit using ‘se debe’/’no se debe’ Talking about ailments using ‘me duele(n)’ Using complex sentences Understanding Spanish idioms  **End of module assessments**  (Reading and Writing) | **Nuestro mundo**  Talking about children’s rights using the verb ‘poder’ Talking about fair trade and expressing your point of view Talking about recycling using ‘se deberia’  Talking about the environment Talking about how a town has changed using the imperfect tense Reading about world issues  **End of module assessments**  (Listening and Speaking) | **Relaciones personales**  Talking about socialising and family/using verbs in the present tense Describing people using adjectival agreement  Talking about social networks/using ‘para’ with infinitives Talking about reading preferences/  using a range of connectives  Describing relationships  **End of module assessments**  (Reading, Writing and Listening ) | **Festivales y tradiciones**  Describing mealtimes  Talking about daily routine Talking about hispanic foods/using ‘me gusta’ and ‘me gustaria’ using quantity expressions Comparing different festivals Describing a special day/celebration Talking about a music festival | **Mi región y el mudo hispano**  Talking about places in a town or city  Describing the features of a region/using ‘se puede’ and ‘se pueden’  Talking about shops/shopping for souvenirs  Shopping for clothes and presents/using demonstrative adjectives  Planning what to do using the future tense  Talking about problems in a town/using ’tan’ and ‘tanto’    Revision and Review of Modules 1-6    **End of year assessments** |
| **Year 10** | **Desconectate**  Discussing holidays and weather Using three tenses together (present/  Preterite/  imperfect) Using different structures to give opinions | **Mi Vida en El Isti**  Giving opinions about school subjects/  describing school facilities Using comparatives and superlatives | **Mi Gente – Identity and Culture**  Talking about socialising and family Using verbs in the present tense Using a range of connectives | **Intereses y influencias** Identity and culture  Talking about free-time activities Using stem-changing verbs Using the imperfect tense to say what you used to do | **Ciudades**  Talking about places in a town/  neighbourhood Talking about shops Using se puede and se pueden Using the future tense | **Ciudades**  Talking about problems in a town Describing the features of a region Using demonstrative adjectives Using the conditional |
| **Year 11** | **De Costumbre**  Describing mealtimes Talking about daily routine Using the passive Using reflexive verbs in the preterite | **A Currar**  Talking about different jobs Talking about work experience Using soler in the imperfect tense Using the preterite and imperfect together | **Hacia un Mundo Mejor**  Describing types of houses Talking about the environment Using the present subjunctive Using the pluperfect tense | **Revision and Exam Preparation**  Revision of all modules reading, listening, speaking tasks, writing tasks and translations  Mock exam papers and suitable examination questions  Role play, photo card practice along with regular practice of conversation topics | **Revision and Exam Preparation**  Revision of all modules reading, listening, speaking tasks, writing tasks and translations  Mock exam papers and suitable examination questions  Role play, photo card practice along with regular practice of conversation topics | **Public Examinations** |
| **Year 12** | **Los Valores Tradicionales y Modernos**  describing the types of 21st Century Spanish family/using the imperfect and imperfect continuous tenses/  recognising cognates **Actitudes hacia el matrimonio y el divorcio**  Understanding trends in marriage and the situation regarding divorce/using the preterite tense/knowing when to use accents **La influencia dela Iglesia Catolica** Understanding the religious history of Spain and changes in the influence of the church/using the imperfect and preterite tenses together/  connecting nouns with their corresponding verbs  **End of module Assessment** | **El Ciberespacio**  **La influencia de Internet**  Discussing the positive and /or negative influence of the internet/using the present and present continuous/  writing a summary based on a listening extract  **Los moviles inteligentes en nuestra Sociedad**  Discussing the positive and/or negative effect of smartphones/using the present and present continuous/  writing a summary based on a listening extract  **Las redes sociales: beneficios y peligros**  considering the type of influence social networks have on society/using the future and conditional/  Using idiomatic expressions with impersonal verbs  **End of module Assessment** | **La Igualdad De La Sexos**  **La mujer en el mercado laboral**  Women in the world of work/Using definite adjectives and pronouns/  improving translation skills  **El machismo y el feminismo**  discussing male chauvinism and the role of feminism/using the perfect and pluperfect tenses/listening for gist and detail  **Los derechos de los gays y las personas transgenero**  understanding and talking about changes to LGBTrights/  discussing gay marriage in Spain and the Hispanic world/Using the future perfect and the conditional perfect/  translation tips  **End of module Assessment** | **La influencia de los idolos**  **Cantantes y musicos**  discussing the positive and/or negative influence singers and musicians have on people/using indirect object pronouns/using connectives to improve written work/improving translations into Spanish  **Estrellas de television y cine**  discussing the positive and/or negative effect TV and cinema stars have in our society/practising the passive voice/using connectives and other expressions to improve your conversation style  **Modelos**  considering the type of influence fashion models have on young people/using direct object pronouns"  **End of module Assessment** | **La identidad regional en Espana**  **Tradiciones y costumbres**/  describing and discussing Spanish customs and traditions/using the present subjunctive of regular verbs/improving listening skills  **La gastronomia**  /discussing similarities and differences in the gastronomy of Spain/using the perfect tense in the subjunctive/  identifying correct and incorrect sentences.  **Las lenguas/** considering the languages that are spoken in Spain and the issues surrounding them/using numerals/filling in gaps in a text.  **End of module Assessment** | **El patrimonio cultural**  **Sitios historicos y civilizaciones prehispanicas**  Understanding civilisations that contributed to the cultural heritage of Spain/discussing the pre-Columbian heritage of Latin America/using the subjunctive efficiently after verbs of emotion, surprise, doubt etc/using the internet to enhance work.  **Arte y arquitectura**  discussing Spanish and Latin American artists and the role of architecture in Spain/  understanding and using efficiently demonstrative and possessive adjectives/  breaking down comprehension tasks.  **El patrimonio musical y su diversidad**  understanding the diversity of Hispanic music and dance/using imperatives/  recognising irregular endings.  **Individual** **Research Project preparation**  **Revision**  **Assessment: Mock AS exam Papers 1, 2 and Mock Speaking exam** |
| **Year 13** | **Multiculturalism in Hispanic Society**  **La inmigracion**  **Los beneficios y los aspectos negativos**  discussing the positive and negative aspects of immigration/ forming and using the present tense/ improving dictionary skills.  **La inmigracion en el mundo hispano**  Learning more about immigration in the Spanish speaking world/revising the imperfect and preterite tenses/revising the use of loan words. **Los indocumentados-problemas**  discussing what problems illegal immigrants might face/using compound tenses/varying vocabulary by using synonyms.  **End of module Assessment** | **El Racismo**  **Las actitudes racistas y xenofobas**  describing and discussing racist and xenophobic attitudes in the Spanish speaking world/  improving use of nouns and adjectives/  expressing approval and disapproval.  **Las medidas contra el racismo**  understanding and discussing measures to combat racism and their effectiveness/  using the conditional/  translating the English gerund  (-ing form) into Spanish.  **La legislacion anti-racista**  looking at existing legislation against racism and discussing possible new legislation/using future tenses/  expressing obligation.  **End of module Assessment/ Formal assessments** | **La Convivencia**  **La convivencia de culturas**  understanding and describing the different ways cultures integrate in Hispanic society/forming and using prepositions/  using language for describing change.  **La educacion**  understanding and describing the issues surrounding integration of different cultures within the sphere of education/using pronouns/  varying sentence structure to enhance writing.  **Las religiones**  understanding and describing the coexistence of various religions in the Hispanic world/using adverbs/  structuring an argument.  **End of module Assessment / Formal assessments** | **Aspects of political life in the Hispanic world**  **Jovenes de hoy, ciudadanos del manana**  **Los jovenes y su actitud hacia la politica:** discussing the importance of politics in young people’s lives/using the present subjunctive/  using a variety of negative expressions.  **El paro entre los jovenes**  discussing the unemployment situation amongst young people nowadays/using imperatives/  talking about data and trends.  **Su sociedad ideal**  describing and discussing the type of society young people in the Hispanic world want to live in/using the perfect subjunctive/  expressing an opinion or evaluation.  **End of module Assessment / Formal assessments** | **Monarquias y dictaduras**  **La dictadura de Franco**  understanding the impact of civil war/ discussing life under Franco’s dictatorship/  revising the preterite tense/speaking or writing about a historical personality.  **La evolucion de la monarquia en Espana**  describing and discussing the changes from monarchy to republic and the transition from dictatorship to monarchy/  forming and using the imperfect subjunctive/  recognising and using ordinal numbers.  **Dictadores latinoamericanos**  discussing dictatorships in Latin America, particularly in Panama, Chile and Argentina/using a sequence of tenses/reading for gist for comprehension.  **End of module Assessment / Formal assessments** | **Los movimientos populares** **La efectividad de las manifestaciones y las huelgas**  discussing how effective strikes are/using if clauses and the pluperfect subjunctive/  developing and using a wider vocabulary. **El poder de los sindicatos**  describing and discussing the power of trade unions/using if clauses and the imperfect subjunctive/  varying sentence structure to enhance speaking. **Ejemplos de protestas sociales**  discussing the 15-M movement in Spain and the mothers of the Plaza de Mayo in Argentina/  using the passive voice/inferring meaning from listening and reading.  **Exam Preparation papers 1,2 and 3** |

Although we offer a choice of French or Spanish to our pupils, we feel that it is important that our language teaching gives them explicit language knowledge and strategies which can help them with any future study of other languages.

All pupils are taught all the four skills of listening, reading, speaking and writing and each of these skills areas are practised, consolidated, reinforced and assessed on a regular basis. There is a positive and innovative approach to target language teaching and we encourage our pupils to use the language for their own purposes. At Bacon’s College, teachers of MFL aim to promote a more spontaneous and accurate use of the target language. From the start of Key Stage 3 until the end of Key Stage 5, the MFL Department aims to provide an enjoyable, stimulating and effective language learning experience.

We want to develop our pupils’ independence and communication in languages by developing these core skills:

* Ability to speak and understand spoken French or Spanish.
* Ability to read and understand written French or Spanish.
* Ability to write accurately in French or Spanish.
* Vocabulary and sequencing (including verbs) knowledge
* Explicit use and understanding of grammar

To achieve this we will use enriching and stimulating materials, including reading authentic resources, films, music, games combined with regular practice of the language with our language assistants.

In Year Seven, pupils have two lessons a week. They study a variety of topics including family, sports and hobbies, places in town, school and food. They learn how to become more confident with the language, adapting and developing the language with the use of opinions, connectives, time phrases, and the use of different tenses.

 In Year Eight pupils have two lessons a week and cover various topics such as shopping, holidays, food and family topics, whilst developing a deeper understanding of key grammar points, including the use of all three different tenses.

In Year 9 students have two lessons a week and in addition to consolidating the work that they have covered in Years 7 and 8 they start their GCSE courses and discover more tenses and structures to enable them to deal with the rigour of the GCSE exam. Students are assessed across all four core skills during the course of each year and all sit United Learning tests, which are in a GCSE-style format, in all skills at the end of the year.

At Key Stage 4, we prepare students for the AQA GCSE French or AQA GCSE Spanish exams. Students continue to build on and extend their knowledge of KS3 language and improve their use of more tenses and structures to enable them to maximise their potential in the relevant GCSE exam. Students are assessed on all skills throughout the year and assessments cover all topics taught to date in order to keep previous vocabulary and structures fresh. Throughout the year we cover a mixture of skill sets and the Year 10 exam assesses all four skills. Students also sit PPE exams in November and March of Year 11.

At Key Stage 5 the curriculum continues to develop students’ core skills with an increasing level of complexity. Students are prepared for the AQA A level Spanish or the AQA French exams. Students are expected to be aware of current affairs in Hispanic/Francophone countries and develop the ability to be able to discuss more complex ideas. In addition, they study a film and a book which the students analyse in essays in the final exam. In Year 13, students prepare an individual independent research project on a subject of their choice, which they have to present and discuss in their oral exam. Each student also has a weekly lesson with our language assistants in order to hone and perfect their speaking skills.

**Impact: what difference is our curriculum making to pupils?**

The data from ongoing observation of in-class activities such as role-plays, listening and reading comprehension and written exercises help the MFL teachers monitor pupils’ understanding, knowledge and skills and inform planning to be able to support and challenge the pupils at every stage of their progress. There is summative assessment in listening, reading, writing and speaking in order to track pupils’ performance against their end of year expectations, with interventions being implemented as necessary. Every child has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our pupils, we aim to bring out the best in every pupil.

* Most pupils meet or exceed their expected progress in French/Spanish at GCSE and A-Level; GCSE results are above the national average.
* All pupils develop their speaking and listening skills so that they are able to interact successfully in real-life contexts
* All pupils develop their writing skills and translation skills
* All pupils learn how to work successfully in pairs, groups and individually.
* All pupils improve their presentational skills and confidence in using the languages in different contexts.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**