Curriculum Overview

Subject	Year 12 Modern Foreign Languages (MFL)
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: *'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'* As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.

MFL Curriculum intent:	Our curriculum is designed to foster linguistic competence and disciplinary literacy by immersing students in diverse languages and cultures. This approach broadens their perspectives and enhances their ability to communicate effectively in a global context. The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. This is achieved by focusing on rigorous academic standards, fostering a growth mindset, and encouraging students to reach advanced levels of language proficiency.
	     Quality First Teaching (QFT) in Modern Foreign Languages (MFL) involves inclusive, high-quality instruction with clear objectives, engaging methods, active learning, differentiation, ongoing assessment, high expectations, and cultural integration. This ensures the use of the target language extensively and supports continuous teacher development. An eclectic and evidence-based MFL curriculum combines diverse, research-supported methods to cater to various learning styles, ensuring effective language acquisition and continuous refinement for enhanced student engagement and proficiency.
	     Our curriculum fosters curiosity by exposing students to diverse cultures and languages, developing fluency through immersive, practical language use, and enabling effective communication. It is fluid, adapting to students' needs and incorporating contemporary resources and methodologies to ensure dynamic and engaging language learning experiences. By setting high expectations, our curriculum challenges students to achieve their full potential and inspires confidence, resilience, and a lifelong love of learning.
	     Furthermore, our curriculum builds cultural capital by encouraging curiosity and compassion through exposure to diverse cultures and languages. It promotes courage in communication and practical language use, developing students' fluency and appreciation for global

perspectives. By instilling moral obligations and values, our curriculum promotes understanding and respect for diverse cultures and languages, motivating students with a sense of global responsibility and ethical engagement.

In conclusion, our curriculum aims to liberate students from insularity by cultivating linguistic competence and broadening their perspectives, equipping them with the skills to communicate effectively in a global context. This holistic approach ensures students are well-prepared for the challenges of the modern world, fostering their growth as confident, resilient, and ethically engaged global citizens.

Threshold Concepts (TCs) for MFL:	Threshold concepts, defined as potentially powerful transformative points in the student's learning experience, are central to our curriculum. These 'jewels in the curriculum' identify key areas that need mastery and are mastered through repeated sequencing, allowing students to apply these concepts in different contexts. Sequencing threshold concepts over the journey of the curriculum helps students to make progress and incorporate new knowledge into their long-term memory by chunking material into meaningful schemata, stories, or concepts.

Grammar and Vocabulary:
- **Understanding and using tenses:** Identify and use tenses or other structures that convey the present, past, and future. (TC1)
- **Manipulating key grammatical structures:** Use and manipulate a variety of key grammatical structures and patterns, including voices (active/passive) and moods (indicative, subjunctive, imperative), as appropriate. (TC2)
- **Developing a wide-ranging vocabulary:** Develop and use a wide-ranging and deepening vocabulary that extends beyond immediate needs and interests. This enables students to express and justify opinions and participate in discussions on broader issues. (TC3)
- **Applying accurate grammar, spelling, and punctuation:** Use accurate grammar, spelling, and punctuation in both written and spoken language to communicate effectively and coherently. (TC4)

Linguistic Competency:
- **Listening for information and appropriate response:** Listen to a variety of forms of spoken language to obtain information and respond appropriately. (TC5)
- **Accurate transcription:** Transcribe words and short sentences heard with increasing accuracy. (TC6)
- **Initiating and developing conversations:** Initiate and develop conversations, coping with unfamiliar language and unexpected responses, and using important social conventions such as formal modes of address. (TC7)
- **Expressing and developing ideas clearly:** Express and develop ideas clearly and with increasing accuracy, both orally and in writing. (TC8)
- **Speaking coherently and confidently:** Speak coherently and confidently, with increasingly accurate pronunciation and intonation. (TC9)
- **Reading and comprehending various materials:** Read and show comprehension of original and adapted materials from different sources, understanding the purpose, important ideas, and details, and providing accurate English translations of short, suitable material. (TC10) |

- **Engaging with literary texts:** 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. (TC11)
- **Writing prose and creative expression:** 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. (TC12)

KS5 National Curriculum summary:	The KS3 National Curriculum for MFL aims to provide a balanced approach to spoken and written language, laying a strong foundation for further foreign language learning at Key Stage 4. It enables pupils to understand and communicate ideas, facts, and feelings in both speech and writing, focusing on familiar and routine matters using their knowledge of phonology, grammatical structures, and vocabulary. The focus of study in modern languages is on practical communication preparing pupils to study and work in other countries. *Pupils should be taught to:* • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied

Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	**Year 12: ¿Peux-tu parler de l'évolution de la famille, la cyber-société, du rôle du bénévolat, de ce qu'est une culture fière de son patrimoine, de la musique francophone contemporaine et de l'évolution du 7ᵉ Art?** *What can you tell me about the family structure evolution, the cybersociety, the role of volunteering, what is a culture proud of its heritage, French contemporary music and the evolution of the 7th Art?*					

Big picture questions:	Composite 1 – Comment la famille est en voie de changement ? *How the family (structure) is evolving?*	Composite 2: Qu'est-ce que La cyber-société? *What is a cyber-society?*	Composite 3: Quel est le rôle du bénévolat ? *What is the aim of volunteering?*	Composite 4: Une culture fière de son patrimoine? *A culture proud of their heritage?*	Composite 5: Quelle est l'évolution de la musique francophone contemporaine ? *What is the evolution of the contemporary Francophone music ?*	Composite 5: Quelle est l'évolution du 7e Art ? *What is the evolution of the 7th Art?*
Content (Linked to TCs):	• **Qu'est-ce qu'une cellule familiale?** *What is a family cell?* Students to describe the different family structure. Re-cap of present tense verb formations. Students to use the definite/indefinite article + subjects. Using gender (le père/ la mère, etc). Students to analyse different types of families through reading authentic material. • **Quelles sont les alternatives au mariage?** *What are the alternatives to marriage?*	• **Qu'est-ce que la technologie? – Son évolution** *What is technology? – It's evolution* Students to describe and discuss how different generations use the internet. Students to use the definite/indefinite article + subjects. Students to analyse the evolution of technology from old to new through reading authentic material. • **Le numérique est-il indispensable ?** *Is digital technology necessary?* Students to discuss the use of technology in	• **Les Français font du travail bénévole ?** *Do French people volunteer?* • **Pourquoi les Français font du bénévolat ?** *Why do French people volunteer?* Students to consider why people want to become volunteers. Discuss how the younger generation compare to the older generation in terms of volunteering Students to use comparative and superlative adjectives. Students to summarise information and extract	• **C'est quoi le patrimoine d'un pays ?** *What is the heritage of a country?* Students to understand the notion of heritage and preservation, and how heritage is a cultural and physical phenomenon. Students to practise irregular verbs in the perfect tense for different pronouns. Students to develop effective listening techniques. • **À quoi sert le patrimoine de l'Unesco ?** *What is the use of UNESCO?*	• **Qu'est-ce que la musique francophone?** What is the concept of francophone music? Students to consider who listens to contemporary music and how. • **Quelles sont les influences musicales sur la musique francophone?** *What influences francophone music?* Students to consider the diversity of Francophone music Students to understand how	• **Qu'est-ce que le septième art?** *What is the 7th art?* • Qu'est-ce que le cinéma contemporain? *What is contemporary cinema?* Students to consider when the cinema was invented and analyse the evolution of 7th Art from old to modern cinema. Students to recognise and form the subjunctive present. Students to develop strategies to acquire useful listening techniques for exam. Examine How modern

CURIOSITY		COMPASSION		COURAGE	
Describe and discuss trends in marriage and other partnerships. Students will use vocabulary from previous components to make analyse family relationships in French speaking countries, and be encouraged to give a detailed response. Students to analyse different types of families through reading authentic material, and write with a purpose (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method) • **Quelles sont les nouvelles tendances (monoparentalité, homosexualité, famille recomposée)?** *What are the (family) new trends?*	every-day life and how important it is. Students to use reflexive verbs. Students to practise memory skills and translation from French to good English. • **Quels sont les risques de la vie en ligne ?** *What are the risks of online life?* Students to consider and discuss the dangers of digital. Technology and the e-society. Students to review modals + infinitive structure. Students to practise writing skills. • **Qui sont les cybernautes?** *Who are the internet users/cybernauts?* Students to learn about the different types of internet users and to discuss what the world of cybernauts is like and. • **Quels sont les bienfaits des nouvelles**	key point from written or recorded material. • **Quel est l'importance du bénévolat pour les bénéficiaires ?** *What is the importance of volunteering for the beneficiaries?* Students to be introduced to different the voluntary sectors in France, and different types of volunteering. Students to learn more complex opinions and ways to justify themselves. Students to practise grammar (forming verbs; use of adjectives; etc) Students to recognise and use the imperfect and the pluperfect • **C'est quoi le Service Volontaire International ?** *What is the International Volunteering Service?*	Students to consider how UNESCO protect sites in France and in francophone countries. Students to review and practise how to use the negative form. Students to use the passive voice with the pronoun "On". Students to develop strategies to compare and contrast view points, and express opinions • **Comment protéger le patrimoine francophone ?** *How to protect the francophone heritage?* Students to discuss how heritage affects culture and society and what must be done to save cultural and physical heritage. Students to use the present tense.	diverse the French contemporary music. Students to practise the imperative mode. Students to develop strategies to develop to produce interesting sentences • **Comment protéger la musique francophone?** *How to protect the francophone music?* Students to discuss how to protect the contemporary French music. Students to examine how music contributes to heritage. Students to recognise and use the past historic tense. Students to practise accurate pronunciation to participate in fluently in conversation. • **Quel rôle joue la radio dans la**	French cinema evolved through reading authentic material. • **Quelle est l'importance du cinéma français sur le monde?** *What is the global importance of French cinema?* Students to consider the place of cinema in France, generational shifts in film preference and the popularity of French cinema. Students to examine the greatest development in cinema for the twentieth century analysing data. • **Comment préserver le cinéma français?** *How do we preserve French cinema(tography)?* Students to comprehend how

	Consider and discuss the merits and problems different family structures (same-sex, single parent, step family etc.). Analyse the family new structure (single parenthood, blended family, same sex parents family Forming the subjunctive present with different pronouns. Students to look at the infinitive construction. Students to analyse the benefits of the **PACS, legal union, etc**; through reading authentic material. • **Quelles sont les différences générationnelles?** *What is the generational differences?* Consider the relationships between different generations.	**technologies ?** *What are the benefits of the new technologies* Consider the future development of technology. Students to use and review the perfect tense. Students to develop strategies to check and edit written work for an appropriate range of language.	Students to discuss the benefits of volunteering for individuals. Students to recognise and use the direct and indirect objects. Students to develop strategies to extend vocabulary by looking at words are formed. • **Comment le SVI change les vies des volontaires ?** *How does IVS change the lives of volunteers?* Students to consider how volunteering shapes society. Students to develop to summarise information and extract key point from written or recorded material. • **Quelles sont les (autres) organisations qui aident les bénévoles à s'investir en France ?** *What are the other organisations who helps volunteers to*	Students to develop techniques for reading comprehension. • **Quels sont les avantages/ inconvénients du tourisme sur le patrimoine ?** *What are the advantages and disadvantages of tourism on the heritage (of a country)?* Students to consider how tourism helps/supports with heritage. Students to develop strategies to check and edit written work for an appropriate range of language. • **Quels sont les avantages/ inconvénients du tourisme virtuel?** *What are the advantages and*	**sauvegarde de la musique francophone?** *What role does radio play in preserving francophone music?* Students to consider and discuss the threats to Francophone music (New technologies) Students to review and use the imperfect and make the difference between present and past participles (e.g.: parlant / parlé)	cinema contributes to heritage. Students to examine how technologies with other supports help preserving the French cinema. Students to review and use the conditional mood. Students to develop strategies to write with a purpose (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method). • **Quels sont les dangers d'internet sur le cinéma?** *What impact does the internet have on cinema(tography)?* Students to examine how technologies for watching films are changing. Students to use adverbs. Students to develop strategies to learn and use more

	Students to recognise and understand the past historic tense. Students to use comparatives comparing union trends Students to analyse the benefits or conflicts of the relationships between generations; through reading authentic material.		*be involved in France?* Students to consider the different supports provided by organisations/charities to help people in need. Students to develop strategies to check and edit written work for an appropriate range of language.	*disadvantages of virtual tourism?* Students to examine how technology is being developed to aid tourism. Students to consider if modern structures can be part of modern francophone heritage Students to review complex opinions/justifications and use comparative and superlative adjectives. Students to develop strategies to check their writing for grammatical accuracy.		sophisticated language (e.g.: variables)
Vocabulary Instruction:	**Vocabulary list: Comment la famille est en voie de changement ?** *How the family (structure) is evolving ?*	**Vocabulary list: Qu'est ce que La cyber-société?** *What is a cyber society?*	**Vocabulary list: Quel est le rôle du bénévolat ?** *What is the aim of volunteering?*	**Vocabulary list: Une culture fière de son patrimoine?** *A culture proud of their heritage?*	**Vocabulary list: Quelle est l'évolution de la musique francophone contemporaine ?** *What is the evolution of the contemporary Francophone music ?*	**Vocabulary list: Quelle est l'évolution du 7ᵉ Art ?** *What is the evolution of the 7th Art?*
Assessment:	KLT 1: *La famille en voie de changement?*	PPE 1 – La famille en voie de changement et la Cybersociéte (4 Skills)	KLT 3: *Quel est le rôle du bénévolat ?*	KLT4 : *Une culture fière de son patrimoine?*	PPE 2 – Composites 1-5 (4 skills)	KLT 5: *Quelle est l'évolution de la musique francophone*

					contemporaine et le 7ᵉ Art
Sequencing:	Our Post 16 curriculum explores the historical, social and political context of the French speaking world. Each teacher has their own areas of expertise to deliver and the curriculum is to split into core content for each teacher and a study of a work. We begin with an exploration of the changing family life across the French-speaking world, studying key issues in family life such as new models of family, civil partnerships and LGBT family rights. They begin to also explore the changing role of technology in society, including the usage rates and dangers of the online world – building their own awareness as global citizens, especially in the new context of French-speaking Africa. Through the study of cultural heritage, students will gain an understanding of what makes France French, and the debates around conservation versus sharing cultural heritage. . Students understand much more deeply the lives of French-speaking people across the globe and explore their own views and opinions of global issues and debates within this context, contrasting with their own reality. In Spring, students move on to studying artistic heritage through the music and cinema topics, alongside an overview of French volunteering habits. Through the music study, students explore challenges to French identity and tradition through the rise of English music and how Franco-African music has developed to incorporate expects from European and African inspiration. The cinema topic allows students to explore the artistic heritage of France and its influence on the wider world through the exportation of French film. They will develop an increased awareness of inter-connection between cultures and global history, reflecting on their own experiences and influences. In the works, students learn to analyse the film and literature within the socio-political context of the time period. In year 12, Within "Au revoir les enfants",directed by Louis Malle, students explore character development, key themes and techniques of the work in order to analyse the context of the film – the Occupation of the France by the Nazis, how Jewish people were treated and what was life like. Students develop their appreciation of the arts by completing an in-depth discussion of the work, developing their cultural capital.				

National Curriculum plus:	The MFL curriculum incorporates diverse cultural activities, such as festivals and virtual exchanges, and organizes immersion trips to deepen students' understanding of the language's countries. It teaches an extended range of vocabulary and complex grammatical structures, using authentic materials like literature and films. The curriculum integrates language learning with other subjects through cross-curricular projects and personalizes learning through differentiated instruction and independent projects. Technology is leveraged with apps and interactive software to enhance learning. Community engagement is fostered through language clubs, guest speakers, and workshops. The focus on communication includes real-life scenarios and debates, while ongoing formative assessments and peer and self-assessment develop critical thinking and self-reflection skills. By incorporating these elements, we can provide a richer, more engaging, and comprehensive language learning experience that goes beyond the standard requirements of the National Curriculum.