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Curriculum Overview

Subject	Year 13 Modern Foreign Languages (MFL)
<p>Vision statement:</p>	<p>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.</p> <p>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:</p> <p><i>‘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.’</i></p> <p>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.</p>
<p>MFL Curriculum intent:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>



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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, 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)

Threshold
Concepts
(TCs) for
MFL:



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- **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)

**KS3
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 toi, communiquer en français, parler de ta santé, de tes loisirs et de la technologie, et pratiquer les stratégies d'examen? Can you tell me about yourself, your communication skills in French, your health, your hobbies and leisure, and p GCSE plans?					



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Big picture questions:	Composite 7 – Quels sont les aspects positifs et négatifs d'une société diverse? <i>What the positive and negative aspects of a diverse society?</i>	Composite 8 – Quelle vie en France pour les marginalisés ?: <i>What is life like for marginalised people in France?</i>	Composite 9 – Comment traite-t-on les criminels, en France? <i>How do we treat criminal, in France?</i>	Composite 10 – Qu'est-ce que l'engagement politique chez les jeunes? <i>What is being politically involved in politics for young people?</i>	Composite 11 – Manifestation, grèves – à qui le pouvoir? <i>Protest, strikes – who has the power?</i>	Composite 12 – Comment se passe l'immigration en France? <i>How is immigration evolving in France?</i>
Content (Linked to TCs):	<ul style="list-style-type: none"> • Quelle est l'origine du multiculturalisme en France ? <i>What is a family cell?</i> Students to understand and consider how France became a multicultural society and immigrants live in France. Students to recognise and use comparative and superlative adverbs. Students to develop strategies to adapt a text to their own needs. • Qu'est-ce qu'une société multiculturelle? <i>What are the</i> 	<ul style="list-style-type: none"> • Qui sont les personnes marginalisées ? <i>Who are the marginalised ?</i> Students to consider the different type of marginalisation. Students to recognise and use 'Depuis' (preposition) combined with the verb 'venir'. Students to develop strategies to listen to a native speaker on radio/television/youTube. • Quels sont les types de discrimination ? <i>What are the different types of discrimination?</i> Students to discuss and examine how marginalisation can affect different sectors of the French population. 	<ul style="list-style-type: none"> • Qu'est-ce que la criminalité? <i>What is criminality?</i> Students to consider and discuss the issue of crime and punishment in France. Students to recognise and use the inversion of the subject and verb. Students to review and use the past historic tense. Students to review the imperative mode. • Comment devient-on un délinquant? - La Délinquance Juvenile <i>How do you become a criminal? – Juvenile Delinquency ?</i> Students to consider the issue of crime 	<ul style="list-style-type: none"> • Qu'est-ce que l'engagement politique? – An introduction? <i>What is the definition of political involvement? – Introduction.</i> Students to understand what is to be a 'political involvement'. Students to review the imperative mode. Students to analyse what is a political party who are marginalised through reading authentic material. • Qui a le droit de vote ? <i>Who has the right to vote?</i> 	<ul style="list-style-type: none"> • Qu'est-ce qu'un syndicat ? Quelle est son importance ? <i>What is a trade union? How important is it?</i> Students to understand how important the role of unions is. Students to review and use subject and object pronouns. Students to translate the English gerund (<i>e.g.: by doing</i>) into French. Students to recognise and use interrogative adjectives and pronouns. Students to develop strategies to write with a purpose 	<ul style="list-style-type: none"> • Quelles est l'évolution de l'immigration et de l'intégration? • <i>What is the evolution of immigration and integration in France?</i> Students to understand and consider the issue of immigration in France. Students examine how political solutions to the issue of immigration have evolved in France. Students to recognise and use impersonal verbs and dependent infinitives. Students to develop techniques when



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alternatives to marriage?
 Analyse how multiculturalism affects society and its influences/impact
 Students to recognise and use demonstrative adjectives and pronouns.
 Students to develop strategies to extract and summarise key information from longer passages.

- **Comment favoriser la diversité? What are the (family) new trends?**
 Students to consider the need for tolerance and respect of diversity.
 Students to review and use demonstrative adjectives and pronouns.
 Students to develop strategies to extract and summarise key information from longer passages.

Students to use the passive voice with tenses other than the present tense.
 Students to develop a broad range of opinions and draw conclusion.

- **Quelles sont les aides apportées aux défavorisés? What are the supports provided to deprived people?**
 Consider and discuss the marginalised legal position and the support given to them.
 Students to develop strategies to vary their language by using idioms and synonyms.
 Students to practise grammar skills (exam questions)
- **Comment traite-t-on les marginaux? How do we treat the marginals?**
 Consider and discuss the society's reaction to marginalised groups/people.

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through juvenile delinquency.
 Students to use different tenses with the 'Si' clause.
 Students to develop strategies to develop arguments from different angles.

- **Qu'est-ce que le milieu carcéral? What is imprisonment?**
 Students to understand how the judicial and prison system work in France.
 Students to use the infinitive construction and review and use the present subjunctive.
 Students to review how to translate a French text to good English (and vice versa)
- **Quelle est l'attitude envers les criminels? – Le cas Omar Raddad**
What is the attitude towards criminal?
 Students to consider the way people treat

Students to consider who can vote, in France – what is required.
 Students to express future ideas using the question word 'Quand'.
 Students to develop strategies to infer information from reports and interviews.

- **Quelles sont les motivations des jeunes pour la vie politique? What are young people motivations for the political life?**
 Students to understand and consider the issue of politics and political involvement of young people and understand the notions of:
 - Right of vote
 Students to use more than one tense in the same sentence.
 Students to analyse data and trends.

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(Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method) – (Exam skill practice).

- **Pourquoi les français font la grève? Why do French people go on strike?**
 Students to consider issue of strikes in France and the different methods of protesting.
 Students to recognise and use past historic tense forms of irregular verbs.
 Students to develop strategies on promoting a cause and holding the interest of the audience when speaking (Exam Skill practice).
- **Quels sont les effets de la grève, pour la population? What the effects of**

listening (Exam Skill practice)

- **Quelles sont les attitudes des partis politiques envers les immigrants? What is the attitude of politics towards immigration?**
 Students to comprehend how France political parties deal with immigration.
 Students to recognise and use the direct and indirect speech.
 Students to develop techniques when reading (Exam Skill practice).
- **De quels moyens dispose la France pour protéger l'immigration? What are the means to protect immigration)?**
 Students to understand and





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- **Comment préserver la diversité?** *What is the generational differences?*
Students to consider how to promote diversity to create a richer world.
Students to recognise and use possessive adjectives and pronouns.
Students to develop strategies to write with a purpose on the **Big Picture Question** (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method).

Students to recognise and use the indefinite adjective and pronouns.
Students to analyse the different attitudes to people who are marginalised through reading authentic material.

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criminals and what is done to crimes prevention and reintegration in the community.
Students to recognise and use the perfect subjunctive.
Students to develop a range of grammatical structures.

Students to review and sue the subjunctive mood

- **L'Union Européenne a-t-elle un avenir ?**
Does the European Union have a future?

Students to understand and consider the future of the European Union.
Students.
Students to use more than one tense in the same sentence.
Students to develop strategies bring their language to A-Level standard (Grammar and skills practise).

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striking for the population?
Students to discuss the use of strikes and their effects.
Students to examine people's attitude towards towards the political tensions caused by strikes.
Students to Students to develop strategies to write with a purpose on the **Big Picture Question** (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method).

- **Students will also start studying "Kiffe Kiffe demain" – Faiza Guène**

consider the country political involvement with immigrants.
Students to use more than one tense in the same sentence.
Students to develop strategies to write with a purpose on the **Big Picture Question** (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method) – (Exam skill practice)

- **Students will also start studying "Kiffe Kiffe demain" – Faiza Guène**





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Vocabulary Instruction:	Vocabulary List : Quels sont les aspects positifs et négatifs d'une société diverse? <i>What the positive and negative aspects of a diverse society?</i>	Vocabulary List : Quelle vie en France pour les marginalisés ?: <i>What is life like for marginalised people in France?</i>	Vocabulary List : Comment traite-t-on les criminels, en France? <i>How do we treat criminal, in France?</i>	Vocabulary List : Qu'est-ce que l'engagement politique chez les jeunes? <i>What is being politically involved in politics for young people?</i>	Vocabulary List : Manifestation, grèves – à qui le pouvoir? <i>Protest, strikes – who has the power?</i>	Vocabulary List : Comment se passe l'immigration en France? <i>How is immigration evolving in France?</i>
Assessment:	KLT 1: Comment la famille est en voie de changement ?	PPE 1 – L'évolution de la famille et la la vie des marginalisés en France (4 Skills)	KLT 3: Comment traite-t-on les criminel, en France ?	KLT4 : Qu'est-ce que l'engagement politique chez les jeunes ?	PPE 2 – Composites 7 - 11 (4 skills)	KLT 4: Comment se passe l'immigration en France? (et Manifestation, grèves – à qui le pouvoir?)
Sequencing:	<p>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.</p> <p>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.</p>					



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Year 13 moves on to the study of immigration, integration and politics in the Francophone world, firstly exploring the history of colonisation and how it has led to today's diverse society, before examining the immigration politics of different Francophone countries. We then look at examples of actions taken to combat racism across the French speaking world. Students also study the role and influence of politics, including trade unions, the French fondness for striking and young people's political engagement. The final strand explores the marginalisation and discrimination against some groups of people, and attitudes to crime and justice in France. While exploring these controversial topics through a Francophone lens, students become more aware of their role within society and how to evaluate and discuss differing viewpoints.

In year 13, within the literature study of "Kiffe Kiffe Demain", literature work of Faiza Guène - which examines describes a year in the life of Doria, a teenager who lives with her Moroccan immigrant mother - Students explore character development, key themes and techniques of the work in order to analyse the context of the book – is France failing its second and third generation immigrant youths?

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.