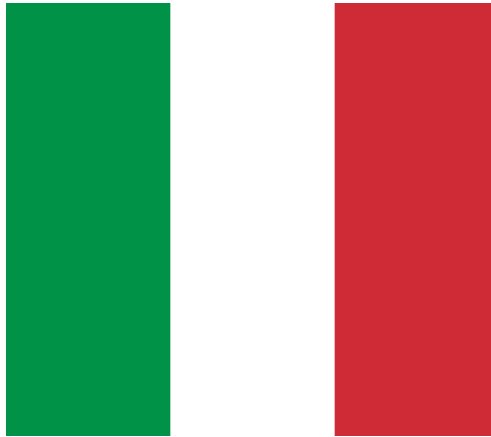




Languages Curriculum at Harrow High

Sequencing of Curriculum Statement of Intent





Sequencing in MFL at KS3

In Years 7, 8 and 9 we fully cover the National Curriculum Programmes of Study. We build on language learning experiences from Key Stage 2 and Home Languages. The knowledge and skills specified in the KS2 and KS3 Programmes of Study are used to cement the foundation for study at KS4 and beyond . The curriculum is taught by topics that are carefully sequenced to match age appropriate areas of interest and to reflect actual events such as festivals and holidays. It encourages Learners to appreciate and celebrate cultural similarities and differences. The topics are chosen and sequenced to develop phonics, vocabulary and grammar in a planned and purposeful manner, allowing for progression from novice to expert learner. The choice of topics, content and assessments are arranged to allow for language -learning experiences that are successful and engaging. This enables us to promote motivation, self efficacy and autonomy.

High frequency words which act as anchor points are prioritised in our curriculum. Carefully chosen topic based vocabulary as well as clusters of related words are also built explicitly into the Curriculum. These are revisited across different contexts, skills and themes to encourage long term memory. The careful sequencing of topics allows for this to happen in a cohesive manner. Each topic also introduces and reinforces Learners to Language -learning strategies in the four skills and in memorising vocabulary and becoming an independent Learner, which are vital for GCSE study.

The sequencing also allows us to deliver grammar incrementally through a structured and scaffolded approach. With regular retrieval practice and interplay between grammar, phonics and vocabulary and Language Learning strategies, a strong foundation in knowledge is built ready for GCSE study. Detailed assessment and feedback lead demonstrably to Learner progress in knowledge, spontaneity, engagement and accuracy.

Sequencing in MFL at GCSE

The GCSE course continues to build on the foundations established at KS3. The three themes of Identity and Culture; Local, national, international and global areas of interest and Current and future study and employment are sequenced to naturally reflect the Learners journey, experiences and interests during these two years of school life. Each theme is split into four topics which interleave the learning between the topics and also between the themes. The topics link logically into each other and also include retrieval from key stage 3. The key skills of Reading, learning vocabulary, writing, translation skills, building grammar knowledge, Listening, dealing with authentic texts and Speaking are practised in each topic. Complexity of Language increases appropriately in context of the topic. Grammar is carefully introduced

and revisited frequently. The topics also expand Learners cultural knowledge whilst developing language skills. This approach enables Learners of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. This is important as we strongly believe in languages as a skill for life and something Learners should enjoy and find rewarding and useful. Each topic also interleaves key communication strategies and repair strategies which will greatly increase their ability to cope successfully with unknown words. These same strategies also support other curriculum areas. Full coverage of the themes ensures that our Learners are fully prepared for the GCSE exams and to continue learning languages in the future.

Curriculum Intent MFL : Overall Intent



Our ambitious vision for our Language Learners is that they complete their secondary school experience with an in-depth understanding of how language works, and that they become equipped with a range of skills and knowledge to continue to improve their own language, as well as to develop their skills in one or more foreign languages as they progress on their journey to adulthood. Our language learners will journey through the curriculum with a focus on the real purpose, benefit and enjoyment of language learning which will, in turn, support them when developing the strategies and the resilience needed to decipher meaning, improve their memory storage and recall, improve their conceptual understanding and problem-solving skills.

Language Learners will develop their understanding of grammar and syntax, transcription and translation, and develop presentation, pronunciation and communication skills alongside aural skills.

This will in turn support and strengthen their development in literacy.



Authentic contact with speakers of the foreign language will serve to reinforce the purpose and enjoyment of language learning as well as develop their cultural understanding. SMSC, EDI and British values will be reinforced, most notably via the daily interactions in classrooms but also through widening knowledge of the world and of

the role that they play as citizens, either to protect the environment or care for others in and beyond our community. Cross curricular links will be reinforced, as opportunities to promote cultural capital are seized, be it through geographical and historic, artistic and architectural and nutritional knowledge or through wider skills such as ICT skills, mathematical, conceptual thinking and how to stay healthy.

Learners will build their confidence in languages due to a well-structured course which allows them to gradually increase their skills and knowledge at the same time as regularly revisiting prior learning. Our Schemes of Work enable us to implement our intent and evaluate impact. Regular reviews take place and these are amended to suit actual needs.

Our Language Learners will have a clear understanding of how this subject can support them with their next steps in learning on leaving Harrow High. Learners will be confident in the skills they have developed. In turn, they will know what lines of work and further study these skills will support them in the future, as well as how their learning of Modern Foreign Languages will further equip them to 'Live Life to the Full'.

MFL Faculty Overview of Intent Year by Year

Curriculum Intent – Year 7

All Learners will have access to both Italian and Spanish during the year in order to further develop their cultural understanding, and to show them how their language skills can be transferred from one language to another.

By the end of Year 7 our linguists will: have a deeper understanding of the world especially via cultural understanding of Spain and the countries that speak the Spanish language and also of Italy. Learners will start learning language to ask for information about themselves and others, offer descriptions and express their thoughts, in order for them to communicate with other speakers of Spanish and Italian.

They learn about topics relevant to them – school, free time, family and their local area. Where possible they build on KS2 learning of the same language; but regardless of the language studied at KS2, they build on their awareness of phonics and language learning skills as well as Cultural Capital. Cultural Capital is referenced throughout the SoW as MFL broadens awareness of the world around them and is an intrinsic part of language learning. Learners will have the opportunity to complete activities that have a practical purpose, such as authentic contact with Spanish and Italian speakers. Our Language Assistants are

essential in this. They will begin to interact in the Target Language (TL) via listening and responding and reading and writing. These interactions will increase in length over the year.

Learner's understanding of language and language learning will develop via work on pronunciation and intonation, grammar knowledge which is transferable and relevant for future learning, such as opinions and verb conjugation, and the skills of translating and transcribing. Vocabulary will be developed in context and Learners will be able to build strategies to increase their vocabulary base and revisit it regularly to embed their learning.

Our Learners will begin to access authentic writing in the TL, be it contemporary or traditional song, poetry and prose and will use this to inspire their own creative work.

Formal and informal assessments will be used to inform future learning in subsequent units, allowing teachers to focus on areas of knowledge and understanding which may need more practice.

Subject Content

- Tenses: present and immediate future with special emphasis on infinitive structures •
- Key grammatical structures: gender / articles / adjectives / word order / agreement / formation of questions / possessive adjectives / comparatives / adverbs / basic negatives
- Wide ranging vocabulary including connectives, opinions, and justifications

Curriculum Intent – Year 8

By the end of Year 8 our linguists will build on the curriculum intent from Year 7. All Learners will now have access to either Italian or Spanish. Language learning will be developed further in Year 8 by increasing their vocabulary and extending grammatical complexity thus allowing Learners to access more sophisticated literature and understand its purpose, and express their ideas and thoughts at a deeper level which will, in turn, facilitate discussion and justification of their points of view as well as stimulate their own creativity.

Learners will learn to adapt their work to varying audiences and will gradually build their ability to respond spontaneously. Proof reading and strategies to ensure accuracy will become a key part of their skill set and listening and transcribing will develop their aural skills. Peer support and assessment becomes a more prominent feature in our classroom as Learners further develop expertise in how to use criteria and give meaningful feedback.

Subject Content

- Tenses: present, preterite and immediate future including reflexive verbs, impersonal structures (me gusta /hay que in Spanish and si può in Italian) ,present continuous and some key irregulars.
- Key grammatical structures: gender/ articles/adjectives/ word order / agreement/ formation of questions/ possessive adjectives/ comparatives and superlatives / adverbs/ formal and informal address/negatives
- Wide ranging vocabulary including connectives, opinions, justifications, discussion strategies and prepositions.

Curriculum Intent – Year 9

By the end of Year 9 our linguists will build on the curriculum intent from Years 7 and 8. Focus will be on further developing practice and building their understanding of grammar and knowledge of vocabulary to enable them to become increasingly independent language learners.

Our language learners will have a developed understanding of the Hispanic and Italian speaking world, they will be increasingly fluent, coherent and spontaneous in their language, being able to self-correct common errors and problem-solve challenging texts be it written or spoken. Work on pronunciation will support their speaking and listening skills.

Subject Content

- Tenses: present simple and continuous, past (preterite and imperfect) and immediate and simple future and conditional including reflexive verbs, impersonal and passive structures (me gusta/ hay que in Spanish and si può in Italian) and more irregulars.
- Key grammatical structures: gender/ articles/ a wider range of adjectives/ word order / agreement / formation of questions/ comparatives and superlatives / adverbs/ a wide range of pronouns/ formal and informal address/ full range of negatives
- Wide ranging vocabulary including connectives, opinions, justifications, discussion strategies and prepositions.

Curriculum Intent – Year 10 & 11

By the end of Year 11 our linguists will have built their confidence as language learners. They will have embedded the learning from Years 7-9 and be able to work increasingly independently to apply their learning to access the GCSE curriculum; further extending their grammatical and language skills and including the idiosyncrasies of the Target Language.

They will develop their understanding of the world by exploring and discussing relevant issues. Learners will be able to face the final exam with confidence as they will also work on the specific strategies and skills needed; deciphering complex texts with words previously unseen, listening to people speaking with differing accents and at different speeds, planning essays under exam conditions, being able to spot the grammatical requirements of translation to and from the TL, speaking on a one-to-one and holding natural extended conversations in the Target Language. They manipulate and create new language to make meaningful responses.

Subject Content

- Tenses: as with Years 7- 9 *and* compound tenses and the subjunctive tense as well as idiosyncratic grammatical phrases pertinent only to the TL.
- Vocabulary: ability to describe in detail and narrate events, as well as idiomatic phrases pertinent to the TL.

Themes and Topics AQA Spanish and Italian

Theme 1: Identity and culture

Topics: relationships with family and friends, Marriage and partnership
Social media, Mobile Technology
Music, cinema and TV, Food and eating out, Sport
Spain and customs, Festivals in Spain and Hispanic countries

Theme 2: Local, national, international and global areas of interest

Topics: Home, where I live

Charity and voluntary work, Healthy and unhealthy living
Environment, Poverty and homelessness
Holidays and travel, Regions of Spain/Italy

Theme 3: Current and future study and employment

Topics: Schools and subjects

Life at school and college
University or work?
Choice of career

“Learning another language is not only learning different words for the same things, but learning another way to think about things.” Flora Lewis