



Faculty: MFL

Academy Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Subject Vision:

We believe that Modern Languages are a key to unlocking a world of opportunity, available to explore through understanding of other languages and cultures. We want our learners to love their language studies and be curious about different cultures. We believe that greater articulation, oracy and empathy comes from contrasting English with another language, which gives the learner a greater insight into the rich heritage of the English language.

The Modern Foreign Languages faculty is an integral part of the whole-school vision to develop positive and thoughtful people who demonstrate a respect for others and ambition for themselves. We agree with the spirit of the National Curriculum in placing Modern Foreign Languages at the heart of a liberation from insularity, given ever increasing isolationist national policies.

As a department, we aim to position ourselves at the heart of Hope Academy. We aim to provide a global dimension to a holistic education in an effort to welcome diversity in society, neutralise stereotypes and eradicate discrimination.

Curriculum Vision

We teach our content through a five-year mastery curriculum. We want all of our learners to have grasped the foundations of the language they choose to study by the end of Year 11 through progressive mastery of thirteen key communicative functions that we have identified:

- Describing my physical characteristics and those of people
- Describing my personality characteristics, those of other people & my relationship with them
- Talking about routine behaviour
- Describing smaller objects, including clothes

- Describing a physical geography, location and condition
- Narrating events in the past
- Transacting, making plans and making excuses
- Saying what used to happen
- Comparing & contrasting advantages & disadvantages
- Expressing wants and desires for the future
- Talking about an ideal scenario
- Discussing problems, worries, solutions & outcomes

Our learners will revisit topical lexical items throughout their five-year journey as the curriculum is fully interleaved. Our curriculum is not arranged in the traditional linear format. It encourages mastery of a communicative function by applying it to different lexical scenarios. This is frequently revisited using spaced practice, limiting the forgetting curve (Ebbinghaus, 1885) and encouraging long-term retention of key vocabulary, grammatical structures, polywords, institutionalised utterances, text frames and collations. Language is encountered in chunks through modelling and flooded input (Smith & Conti, 2014), limiting the cognitive load on our learners and making more efficient use of classroom time with learners (Ellis, 2015; Wilkins, 1972). Lessons and curriculum is then sequence to allow absorption of lexico-grammatical chunks, leading to autonomous production.

We intend to:

- ◆ Develop the ability to understand and use the chosen foreign language effectively for the purposes of practical communication.
- ◆ Develop the ability to use the chosen language both imaginatively and creatively and to understand the language used both imaginatively and creatively.
- ◆ Develop an understanding of the grammar of the chosen language.
- ◆ Offer insights into the culture and civilisation of the countries and communities that speak the chosen language.
- ◆ Encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations.
- ◆ Develop students' understanding of themselves and their own culture.
- ◆ Provide enjoyment and intellectual stimulation.
- ◆ Form a sound base of skills, language and attitude required for further study, work and leisure.
- ◆ Promote skills, which have a wider application such as information technology, and learning skills (eg analysis, memorising, drawing inference).

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Phonics, Talking about my age Saying when my Birthday is	Describing my hair & eyes, Saying where I live and where I am from	Saying where I live & I am from, Talking about family, age & getting on	Describing myself & family member	Pets	Jobs
	National Curriculum references & links						
	Summative Assessment	General conversation	Grammar Check	40-word writing	Grammar check	40-word writing	
	Formative Assessment	Vocabulary test (every lesson)	Vocabulary test (every lesson)	Vocabulary test (every lesson)	Vocabulary test (every lesson)	Vocabulary test (every lesson)	Vocabulary test (every lesson)
<p>Intent & Rationale:</p> <p>By the end of year seven, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts written in the present tense, around 150 words in length and containing 90-95% comprehensible* input, describing people in terms of their age, nationality, mood, personality and appearance and the pets and jobs they have.</p> <p>By the end of year seven, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at moderate pace, around 150 words in length and containing 90-95% comprehensible* input, describing people in terms of their age, nationality, mood, personality and appearance and the pets and jobs they have.</p> <p><i>*Vocabulary which the average student is expected to be able to understand with little effort</i></p> <p>By the end of year 7, an average student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-description task on the topics covered (age, nationality, mood, personality and appearance), effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, 60-70% accurate pronunciation and intonation patterns and 50 to 70 % degree of accuracy.</p> <p>By the end of year 7, an average student at Hope Academy will be able to write impromptu 90-words piece describing people effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts on topics studied, with 50 to 70 % degree of accuracy in spelling, grammar and syntax and regular use of a good range (for this level) of adjectives, time markers and connectives, two tenses and at least two types of subordination (e.g. to express an opinion; provide an explanation or express a purpose).</p>							
<p>Reading & Literacy:</p> <p><i>During the receptive input stage of each unit, learners are exposed to narrow reading, which includes bespoke reading materials linked to the topic of study.</i></p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Talking about food, talking about clothes & accessories I wear	Saying what I and other do in my free time, talking about weather & free time, cultural project.	Talking about my daily routine; Describing my house; Saying what I do at home, how often and when.	My holiday plans; Saying where I live.	Saying what I can do in my neighbourhood; describing my street; describing my home & furniture.	Saying what I did and am going to do at the weekend; Perfect tense; Cultural project.
	National Curriculum references & links						
	Summative Assessment	40-word writing food & drink		40 word writing daily routine		90-word writing where I live	
	Formative Assessment	Vocabulary tests; manger & boire as irregular verbs; prendre as an irregular verb.	Vocab tests; aller & faire grammar check ; être & avoir grammar check.	Vocab tests ; reflexive verbs grammar check	Vocab tests ; near future tense grammar check.	Vocab tests; perfect tense grammar check	Vocab tests; perfect tense grammar check
<p>Intent & Rationale:</p> <p>By the end of year eight, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts written in the present tense and perfect tense, around 150 words in length and containing 90-95% comprehensible* input, describing routine in terms of their school day, what they do around home after school, with their friends and food and sport in relation to fitness. They should be able to understand texts expressing likes and dislikes about what books, music, films and television and new technology as well as narrations of a previous celebration and descriptions small objects, such as devices and school uniform.</p> <p>By the end of year eight, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at moderate pace, around 150 words in length and containing 90-95% comprehensible* input, describing routine in terms of their school day, what they do around home after school, with their friends and food and sport in relation to fitness. They should be able to understand extracts expressing likes and dislikes about what books, music, films and television and new technology as well as narrations of a previous celebration and descriptions small objects, such as devices and school uniform.</p> <p><i>*Vocabulary which the average student is expected to be able to understand with little effort</i></p> <p>By the end of year 8, an average student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-description task on the topics covered (describing routine in terms of their school day, what they do around home after school, with their friends and food and sport in relation to fitness. They should be able to express likes and dislikes about what books, music, films and television and new technology they enjoy. They should be able to narrate a previous celebration and describe small objects, such as their devices and school uniform), effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, 60-70%accurate pronunciation and intonation patterns and 50 to 70 % degree of accuracy.</p> <p>By the end of year 8, an average student at Hope Academy will be able to write impromptu 90-words piece describing a routine day effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts on topics studied, with 50 to 70 % degree of accuracy in spelling,</p>							

grammar and syntax and regular use of a good range (for this level) of adjectives, time markers and connectives, three tenses and at least two types of subordination (e.g. to express an opinion; provide an explanation or express a purpose).

Reading & Literacy:

During the receptive input stage of each unit, learners are exposed to narrow reading, which includes bespoke reading materials linked to the topic of study.

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Saying where I live; Saying what I can do in my neighbourhood; describing my street.	Describing my home & furniture; Saying what I did and am going to do at the weekend; Talking about my daily routine & activities	Saying what I do to help at home; Describing a typical day ta school; Making after school plans with a friend;	Describing a typical day in the past, present, future; talking about a past holiday	Talking about a past holiday; Saying what hobbies I used to do	Making a purchase; Asking for directions; Cultural project
	National Curriculum references & links						
	Summative Assessment	40-word writing	Dictation; General conversation	Grammar check on modal verbs	90 word writing	90 word writing; photo card	Role play
	Formative Assessment	Vocab tests; Perfect tense with être	Vocab test; Prepositions	Vocab tests; modals check	Vocab tests	Vocab tests; imperfect endings	Vocab tests; imperatives
<p>Y9 Intent & Rationale:</p> <p>By the end of year nine, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts written in the present tense and perfect tense with imperfect tense and, around 150 words in length and containing 90-95% comprehensible* input, understanding responses to interactional exchanges in a shop or restaurant and asking for help or directions. They will also understand spoken descriptions of physical locations, including buildings and town and descriptions of hobbies that people have done recently and in their past.</p> <p>By the end of year nine, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at moderate pace, around 150 words in length and containing 90-95% comprehensible* input, understanding written responses to transactional accounts. They will understand written descriptions of physical locations, including buildings and town and descriptions of hobbies that people have done recently and in their past.</p> <p><i>*Vocabulary which the average student is expected to be able to understand with little effort</i></p> <p>By the end of year 9, an average student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-description task on the topics covered (including interactional exchanges asking for help or directions and in a shop or restaurant and talking about hobbies you have done recently and in the past), effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, 60-70% accurate pronunciation and intonation patterns and 50 to 70 % degree of accuracy.</p> <p>By the end of year 9, an average student at Hope Academy will be able to write impromptu 90-words piece describing a past and previous hobbies, the disadvantages of smoking and drugs and physical locations, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts on topics studied, with 50 to 70 % degree of accuracy in spelling, grammar and syntax and regular use of a good range (for this level) of adjectives, time markers and connectives, three tenses and at least two types of subordination (e.g. to express an opinion; provide an explanation or express a purpose).</p> <p>Reading & Literacy:</p> <p><i>During the receptive input stage of each unit, learners are exposed to narrow reading, which includes bespoke reading materials linked to the topic of study.</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Describing a meal, Talking about books, music & film, describing your building	Comparing English & French/Spanish school system, Describing school rules, Describing town	Talking about where I went and where I stayed on holiday, comparing celebrations	A typical day in town, a typical day at school. Talking about A Levels & Uni	My plans for a job, my plans for a family	Talking about how my holiday was
	GCSE Specification Points						
	Summative Assessment	90-word writing	Photocard	90-word		General conversation	
	Formative Assessment	<i>Vocabulary tests every lesson; 90 word writing; translation</i>	<i>Vocabulary tests every lesson; Grammar check; Photocard</i>	<i>Vocabulary tests every lesson; 90-word; Translation</i>	<i>Vocabulary tests every lesson; 32-word; photocard</i>	<i>Vocabulary tests every lesson; general conversation</i>	<i>Vocabulary tests every lesson; Grammar check; 90/150 word</i>

Y10 Intent & Rationale:

By the end of year ten, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts written in the present tense, perfect tense with imperfect tense and the conditional tense, around 150 words in length and containing 90-95% comprehensible* input. They will also understand spoken descriptions of school rules, school uniform and school systems, weekend plans and hobbies, comparisons between celebrations and the town & countryside, disadvantages of town and countryside, different types of holiday and work environments.

By the end of year ten, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at moderate pace, around 150 words in length and containing 90-95% comprehensible* input. They will understand written descriptions of school rules, school uniform and school systems, weekend plans and hobbies, comparisons between celebrations and the town & countryside, disadvantages of town and countryside, different types of holiday and work environments.

**Vocabulary which the average student is expected to be able to understand with little effort*

By the end of year ten, an average student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-description task on the topics covered (including descriptions of school rules, school uniform and school systems, weekend plans and hobbies, comparisons between celebrations and the town & countryside, disadvantages of town and countryside, different types of holiday and work environments), effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, 60-70% accurate pronunciation and intonation patterns and 50 to 70 % degree of accuracy.

By the end of year ten, an average student at Hope Academy will be able to write impromptu 90-words piece describing: school rules, school uniform and school systems, weekend plans and hobbies, comparing celebrations and the town & countryside, disadvantages of town and countryside, different types of holiday and work environments, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts on topics studied, with 50 to 70 % degree of accuracy in spelling, grammar and syntax and regular use of a good range (for this level) of adjectives, time markers and connectives, four tenses and at least three types of subordination (e.g. to express an opinion; provide an explanation or express a purpose), opinions and justification.

Reading & Literacy:

During the receptive input stage of each unit, learners are exposed to narrow reading, which includes bespoke reading materials linked to the topic of study.

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Social Media, New Technology	Environment; Poverty & Charity	Healthy Living, Revision	Revision		
	GCSE Specification Points						
	Summative Assessment	90/150-words	90/150-words	Mocks			
	Formative Assessment	Vocab test each lesson	Vocab test each lesson; Subjunctive grammar check	Vocab test each lesson			
<p>Y11 Intent & Rationale:</p> <p>By the end of year eleven, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts written in the present tense, perfect tense with imperfect tense, conditional tense, the future tense and the subjunctive mood, around 150 words in length and containing 90-95% comprehensible* input. They will also understand spoken descriptions of partners and families, future careers, dream houses & holidays, social and global problems, new technology and an ideal world.</p> <p>By the end of year ten, an average student at Hope Academy is expected to understand the vast majority of the key and supporting details in simple texts in the present tense uttered at moderate pace, around 150 words in length and containing 90-95% comprehensible* input. They will understand written descriptions of partners and families, future careers, dream houses & holidays, social and global problems, new technology and an ideal world.</p> <p><i>*Vocabulary which the average student is expected to be able to understand with little effort</i></p> <p>By the end of year ten, an average student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-description task on the topics covered (including descriptions of partners and families, future careers, dream houses & holidays, social and global problems, new technology and an ideal world), effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with little hesitation, 60-70% accurate pronunciation and intonation patterns and 50 to 70 % degree of accuracy.</p> <p>By the end of year ten, an average student at Hope Academy will be able to write impromptu 90-words piece describing: partners and families, future careers, dream houses & holidays, social and global problems, new technology and an ideal world, effectively conveying a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts on topics studied, with 50 to 70 % degree of accuracy in spelling, grammar and syntax and regular use of a good range (for this level) of adjectives, time markers and connectives, four secure tenses and at least two types of subordination (e.g. to express an opinion; provide an explanation or express a purpose) and opinions and justification.</p>							
<p>Reading & Literacy:</p> <p><i>References to key texts/books throughout the year that students are exposed to – Literacy Canon Audit</i></p>							