



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
	Торіс	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						
Year 7	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)
	Intent & Rationale: By the end of year seven, an a in the present tense, around 1 personality and appearance a	50 words in length and	containing 90-95% con				
	By the end of year seven, an a in the present tense, around 1 personality and appearance a By the end of year seven, an a present tense uttered at mode nationality, mood, personality	50 words in length and nd the pets and jobs the verage student at Hope erate pace, around 150 and appearance and th	containing 90-95% con ey have. Academy is expected t words in length and co se pets and jobs they ha	nprehensible* input, de to understand the vast ntaining 90-95% compr ave.	escribing people in term majority of the key and	supporting details in s	lity, mood, simple texts in the
	By the end of year seven, an a in the present tense, around 1 personality and appearance a By the end of year seven, an a present tense uttered at mode	50 words in length and nd the pets and jobs the verage student at Hope erate pace, around 150 and appearance and th <i>e student is expected to</i> ge student at Hope Aca y, mood, personality ar	containing 90-95% con ey have. Academy is expected t words in length and co be pets and jobs they ha be able to understand demy will be able to tal ad appearance), effectiv	nprehensible* input, de to understand the vast ntaining 90-95% compr ave. with little effort ke part in an unplanned yely conveying a good d	escribing people in term majority of the key and ehensible* input, descr l interactional oral exch eal of meaningful and r	sof their age, national supporting details in s ibing people in terms ange or picture-descri relevant information ir	lity, mood, simple texts in the of their age, ption task on the response to

	KS3 CURRICULUM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Торіс	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.
Teal o	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
	Intent & Rationale: By the end of year eight, an aver the present tense and perfect of they do around home after sch about what books, music, films school uniform.	tense, around 150 word lool, with their friends a	ls in length and contair and food and sport in re	ning 90-95% comprehe elation to fitness. They	nsible* input, describin should be able to unde	ng routine in terms of t erstand texts expression	heir school day, what g likes and dislikes

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.

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

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.

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,

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	Торіс	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
	By the end of year nine, an ave present tense uttered at mode	rate pace, around 150 v	words in length and cor	ntaining 90-95% compr	ehensible* input, unde	erstanding written resp	-
	done recently and in their past			iocations, including bu	U		
	done recently and in their past				U U		
	done recently and in their past *Vocabulary which the average By the end of year 9, an average topics covered (including inter- the past), effectively conveying	e student is expected to e student at Hope Acac actional exchanges aski g a good deal of meanin	<i>be able to understand</i> lemy will be able to tak ng for help or direction gful and relevant inforr	with little effort te part in an unplanned s and in a shop or restan mation in response to o	l interactional oral excl aurant and talking abou	nange or picture-descri It hobbies you have do	that people have ption task on the ne recently and in
	done recently and in their past *Vocabulary which the average By the end of year 9, an average topics covered (including inter- the past), effectively conveying 70% accurate pronunciation ar By the end of year 9, an average of smoking and drugs and physic	;e	student is expected to e student at Hope Acad ctional exchanges askin a good deal of meanin d intonation patterns a e student at Hope Acad cal locations, effective	student is expected to be able to understand e student at Hope Academy will be able to tak ctional exchanges asking for help or direction a good deal of meaningful and relevant infor d intonation patterns and 50 to 70 % degree of e student at Hope Academy will be able to wri cal locations, effectively conveying a good de	student is expected to be able to understand with little effort e student at Hope Academy will be able to take part in an unplanned ctional exchanges asking for help or directions and in a shop or resta a good deal of meaningful and relevant information in response to o d intonation patterns and 50 to 70 % degree of accuracy. e student at Hope Academy will be able to write impromptu 90-word cal locations, effectively conveying a good deal of meaningful and re	student is expected to be able to understand with little effort e student at Hope Academy will be able to take part in an unplanned interactional oral exch ctional exchanges asking for help or directions and in a shop or restaurant and talking about a good deal of meaningful and relevant information in response to questions, visual stimul d intonation patterns and 50 to 70 % degree of accuracy.	I understand written descriptions of physical locations, including buildings and town and descriptions of hobbies student is expected to be able to understand with little effort e student at Hope Academy will be able to take part in an unplanned interactional oral exchange or picture-descri ctional exchanges asking for help or directions and in a shop or restaurant and talking about hobbies you have do a good deal of meaningful and relevant information in response to questions, visual stimuli or other prompts with

KS	4 CURRICULUM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Торіс	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
Year	GCSE Specification Points						
10	Summative Assessment	90-word writing	Photocard	90-word		General conversation	
	Formative Assessment	Vocabulary tests every lesson; 90 word writing; translation	Vocabulary tests every lesson; Grammar check; Photocard	Vocabulary tests every lesson; 90-word; Translation	Vocabulary tests every lesson; 32-word; photocard	Vocabulary tests every lesson; general conversation	Vocabulary tests every lesson; Grammar check; 90/150 word

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.

Topic CSE Specification Points Summative Assessment Formative Assessment I Intent & Rationale: he end of year eleven, an av- he present tense, perfect te 95% comprehensible* input plems, new technology and he end of year ten, an avera- sent tense uttered at moder mers and families, future ca	nse with imperfect tens They will also underst an ideal world. age student at Hope Ac rate pace, around 150 v	se, conditional tense, th tand spoken description cademy is expected to u words in length and cor	he future tense and th ns of partners and fam understand the vast m ntaining 90-95% comp	ne subjunctive mood, a iilies, future careers, dr ajority of the key and s rehensible* input. The	round 150 words in ler ream houses & holiday supporting details in sir sy will understand writt	ngth and containing /s, social and global mple texts in the
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