Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Curriculum Intent

The Curriculum Framework in *Modern Foreign Languages* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- The study of Modern Foreign Languages enables learners to understand and communicate with people around the world.
- We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
- Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences.
- We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages are spoken, as well as encouraging learners to be citizens of not just this country, but of their world.

"*When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind.*" – Mouloud Benzadi

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 9	School and Study	Work and Future Plans	Celebrity Culture	Festivals and celebrations
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Discuss and give views on lessons and timetable. • Compare and contrast subjects. • Describe teachers physically/personality and talk about rapports with staff. • Describe school building in terms of facilities/size/age and suggest improvements. • Talk about ideal school. • Discuss uniform and rules and create and talk about ideal school uniform. • Talk about pressures and problems at school and how they feel about school life.	• Discuss earning pocket money and helping at home. • Give opinions about jobs at home. • Talk about part time jobs and earning wages. Give opinions about different types of jobs and talk about positive and negative aspects of working. • Talk about family and their jobs. • Discuss future – including post 16 and work. • Discuss problems in the workplace and talk about acceptable behaviour at work.	• Revise TV/film/musical tastes and give extended justified opinions. • Talk about role models and why they are important. • Discuss and describe their favourite actor/singer/influencers. • Discuss role models – what did they do in the past. • Revise plans including why they may want to be a celebrity. • Talk about future ideas using if clauses.	• Discuss food and drink tastes and typical meal for a celebration. • Discuss celebrations that are pertinent to them including Diwali, Eid, Christmas. • Discuss birthdays/special days. • Describe presents and gifts. • Talk about a wedding. • Discuss future if they won the National Lottery using if clauses.
Topic/Unit *The title or topic of the unit of work.*	• School and my Studies	• Work and Future Plans	• What's trending?	• My social Life
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Imperfect (avait/había) • Conditional (serait/sería) • Modal verbs • Simple future full paradigm • Future time markers • Connectives (en revanche/por otro lado) • Past tense time marker (avant hier/anteayer) • Opinion phrases (je dirais que/diría que)	• devoir + INF • missing article (with jobs) • Future tense time marker (plus tard, bientôt/mas tarde, pronto) • Opinion phrases (d'après moi, je dirais que/desde mi punto de vista, diria que)	• Present tense • Comparatives • Superlatives • Adjectives • Past time frame • Present time frame • Future time frame • If clauses	• Conditional tense • Reflexive verbs • Adjectives and agreement • Future tense • Perfect tense (– full paradigm) • Irregular past participles • Modals • If clauses
Themes *The themes and ideas that will be covered within each topic.*	• School subjects • Timetable • Teachers • Describing school (buildings, facilities) • Clubs • Uniform • School rules • Pressures and problems at school • School trip • Successes at school • Post-16 plans	• Chores at home • Part-time jobs • Careers • Future jobs • Responsibilities at work • Understanding a job advert • Applying for a jobs • Interviews • Problems at work	• Describe family and set-up (revision) • Relationships with family (revision) • Role models – appearance (revision) • Why I admire my role model. • What my role model did in the past • Music tastes • Reading tastes • Technology • Social media and influencers	• Food and drink • Meals and opinions • Places where celebrations may take place (restaurants/mosques/ churches). • Free time activities • Daily routine • Clothes • Birthday presents. • A wedding • Francophone national festivals in:

			• Difficulties of been a celebrity – Positive/negative aspects.	○ Quebec ○ Guadeloupe ○ Senegal ○ Cannes Film Festival ○ 14th July in France • Hispanic Festivals ○ Day of the Dead ○ San Fermin ○ Tomatina ○ Las Fallas • winning the lottery
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Imperfect tense • Perfect/preterite tense • Future tense • Conditional tense • Complex opinion phrases • Narrating an event in the past.	• Modals and the infinitive • Articles • Nouns and gender • Adjectives • Adjective agreement • Past, present and future time frames. • Giving complex and justified opinions.	• Present tense • Comparatives • Superlatives • Adjectives • Past time frame • Present time frame • Future time frame • If clauses	• Conditional tense • If clauses • Narrating an event in the past/present/future. • Adjectives • Adjective agreement • Complex opinions • Justifying opinions.
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal school/uniform. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal job. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement. • Talk about personality traits using negative structures (no/never/only/anymore) • Using modal verbs of obligation.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using the conditional tense to describe ideal job in media. • Using if clauses in a variety of tenses. • Using a variety of adjectives and correct adjectival agreement. • Talk about personality traits using negative structures (no/never/only/anymore) • Using modal verbs of obligation.	• Use 3 time-frames accurately using appropriate time markers. • Use set phrases in the conditional and imperfect tenses to describe future ideas or descriptions in the past. • Narrate an event using sequencers and give complex opinions and justifications. • Using a variety of adjectives and correct adjectival agreement.
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• listen to a variety of forms of spoken language to obtain information and respond appropriately.	• listen to a variety of forms of spoken language to obtain information and respond appropriately.	• listen to a variety of forms of spoken language to obtain information and respond appropriately.	• listen to a variety of forms of spoken language to obtain information and respond appropriately.

	• transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • 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. • 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	• transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • 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. • 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	• transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • 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. • 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	• transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • 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. • 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. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	[redacted]

			• use accurate grammar, spelling and punctuation	• use accurate grammar, spelling and punctuation
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Conjugate • Gender • Adjective • Adjective agreement • Conjunction	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers)	• Conjugate • Present time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Conjugate • Present time frame • Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement • Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising information in short passages. • Recognising key ideas in longer texts (multiple choice/gap fill questions) • Transcribe short phrases Reading • Multiple choice questions with short passages • Longer passages with multiple choice/true or false. • Translating short phrases into English.	Speaking and Writing. Speaking • Photocard of a house/town. Describing the photo. 1 supplementary question • Read aloud task. Short text in Target Language (40 words) 3 supplementary questions in 3 time frames. Writing • 50/90 word piece • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language	Common Assessment for Y9 Listening Reading 50/90 writing.
Prior Domains	• Phonics/pronunciation • Adjectival agreement • Gender of nouns • Pluralisation • present tense • conditional • negatives • Near future • Prepositions • Intensifiers (very, quite, too, a little, really) • Modal verbs • Justified opinions	• Pocket money • Personality adjectives • Phonics/pronunciation • Alphabet • Adjectival agreement • Gender of nouns • Pluralisation • present tense • conditional • negatives • Simple future • Intensifiers (very, quite, too, a little, really) • Modal verbs • Justified opinions	• Phonics/pronunciation • Gender of nouns • Pluralisation • present tense • Sequencers • conditional • Future tense • Future time markers • Intensifiers • Modal verbs • Justified opinions • Connectives • Passé compose/preterite • Past time markers • Daily routine	• Phonics/pronunciation • Gender of nouns • Pluralisation • present tense • Sequencers • conditional • Future tense • Future time markers • Intensifiers • Modal verbs • Justified opinions • Connectives • Passé compose/preterite • Past time markers • Daily routine

	• Connectives (and, but, also, with, however, then, after, on the other hand) • (Time) Numbers • Perfect/preterite tense • Past time markers • Comparatives • Superlatives • Definite and indefinite article • Idiomatic language. • Past tense time marker (yesterday, last week, last month) • Present tense time markers (today, usually, generally, at the moment) • Future tense time marker (tonight, this weekend, tomorrow, next year, next month) • adverbs of frequency (always, often, sometimes, from time to time, rarely)	• Connectives (and, but, also, with, however, then, after, on the other hand) • (Time) Numbers • Passé compose/preterite • Past time markers • Formal language (tu vs vous/usted) • Definite and indefinite article • Past tense time marker (yesterday, last week, last month, the day before yesterday) • Present tense time markers (today, usually, generally, at the moment) • Future tense time marker (tonight, this weekend, tomorrow, next year, next month) • adverbs of frequency (always, often, sometimes, from time to time, rarely)	• Negatives • Definite and indefinite article • Partitive article • Past tense time marker • Present tense time markers • Future tense time marker • Adverbs of frequency	• Negatives • Definite and indefinite article • Partitive article • Past tense time marker • Present tense time markers • Future tense time marker • Adverbs of frequency	[redacted]
British Values	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication, family types/LGBTQ+ • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	
Numeracy foci	• Counting 0-31 • Basic addition and subtraction	• Counting to one hundred • Giving birth dates • Basic addition/subtraction			
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers.	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to	

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