







**Subject: Modern Foreign Languages - Curriculum Intent Statement**

Our vision for the 'MFL' Curriculum at Stafford Manor High School is to instil a love of language learning among our students, and broaden their horizons to allow them to travel, study and work in a variety of careers all over the world, in reality and virtually. Learning a foreign language helps us see the whole world as an opportunity, and provides an opening to explore other cultures positively. This develops lateral thinking, emotional intelligence, and resilience. At Stafford Manor High School, we are passionate about language learning and our MFL curriculum aims to foster students' curiosity and deepen their understanding of the world, as well as being challenging and inclusive.

Aiming for excellence in curriculum design in MFL, we offer

- a planned approach to embedding the sound-writing relationship through constant retrieval and practice
- a carefully selected core vocabulary (including verbs), based on frequency of use
- a clear, progressive, sequenced teaching of grammar, including the chance to process input for meaning

**KS3 Year 7**

Term	Curriculum coverage	Home learning
Autumn term 1	<ul style="list-style-type: none"> <li>• Describing a thing or person</li> <li>• Saying what people have</li> <li>• Describing things</li> <li>• Distinguishing between having and being</li> <li>• Talking about a thing or person</li> <li>• Talking about doing and making things</li> <li>• Comic strips</li> </ul>	Avoir Être adjectives  
Autumn term 2	<ul style="list-style-type: none"> <li>• Saying what people do</li> <li>• Saying what we do</li> <li>• Saying what others do (they)</li> <li>• Saying 'you' (singular and plural)</li> <li>• Cartoons</li> </ul>	Faire  
Spring term 1	<ul style="list-style-type: none"> <li>• Saying how many there are, numbers</li> <li>• Describing people (family)</li> <li>• Saying what people have</li> <li>• Saying what people do (sports)</li> <li>• Le Petit Prince book and film</li> </ul>	Numbers  
Spring term 2	<ul style="list-style-type: none"> <li>• Saying where people go (places)</li> <li>• Saying where people go (countries)</li> <li>• Asking questions</li> <li>• Using question words</li> <li>• Talking about yourself, to and about someone else</li> </ul>	Aller Question words
Summer term 1	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Using question words</li> <li>• Saying people do not do something</li> <li>• Describing things and people</li> <li>• Travel through France</li> </ul>	Negatives  
Summer term 2	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Expressing future intentions</li> </ul>	Vouloir pouvoir


	<ul style="list-style-type: none"> <li>Saying what you <i>want to, can</i> and <i>must</i> do</li> <li>Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do</li> <li>Saying what you <i>know how</i> to do</li> </ul>	
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Key resources:

<p>National Centre of Excellence in Language Pedagogy year 7 resources Le petit Nicolas; Ma vie de Courgette ; Le Petit Prince ; Mr. Bean's Holiday</p>	
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**Year 8**



Term	Curriculum coverage	Home learning
Autumn term 1	<ul style="list-style-type: none"> <li>Asking how to say and write new words in French</li> <li>Distinguishing between being and having</li> <li>Talking about jobs</li> <li>Talking about what, when, where and why you celebrate</li> <li>Talking about how people celebrate</li> <li>What happens and doesn't happen</li> <li>Les aventures extraordinaires d'Adèle Blanc Sec</li> </ul>	<p>Être avoir</p>
Autumn term 2	<ul style="list-style-type: none"> <li>Talking about what you are doing today vs what you did yesterday</li> <li>Sharing past experiences</li> <li>People and places in the past</li> <li>Asking about what happened in the past</li> <li>Talking about what you do in your free time and where you do it</li> <li>Talking about parts and wholes</li> <li>Apollinaire poetry</li> </ul>	<p>Perfect tense</p>
Spring term 1	<ul style="list-style-type: none"> <li>Talking about nouns you can't count</li> <li>What is it like?</li> <li>Saying what you do or did in a typical day</li> <li>Talking about what groups of people do</li> <li>Formal and informal situations: Talking to people you do and don't know</li> <li>Asterix et Obelix</li> </ul>	<p>Tu and vous</p>
Spring term 2	<ul style="list-style-type: none"> <li>Talking about what you and others do at school</li> </ul>	<p>Pouvoir Devoir Vouloir</p>

	<ul style="list-style-type: none"> <li>Talking about what you are doing this week and what you do every week</li> <li>What is it like? Describing things</li> <li>Talking about what you can, must, will and want to do</li> </ul>	
Summer term 1	<ul style="list-style-type: none"> <li>What is it like? Comparing things</li> <li>Talking about how groups of people do things</li> <li>Comparing how people do things</li> <li>Communicating in other languages</li> <li>Belleville Rendezvous</li> </ul>	Comparisons
Summer term 2	<ul style="list-style-type: none"> <li>Communicating in other languages</li> <li>Talking about the environment</li> <li>Asking and answering questions about what people did and have done</li> <li>Tour de France</li> </ul>	Perfect tense 

Key resources:

<p>National Centre of Excellence in Language Pedagogy year 8 resources</p> <ul style="list-style-type: none"> <li>Les aventures extraordinaires d'Adèle Blanc Sec</li> <li>Apollinaire poetry</li> <li>Asterix et Obelix</li> <li>Belleville Rendezvous</li> <li>Tour de France</li> </ul>
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**Year 9**

Term	Curriculum coverage	Home learning
Autumn term 1	<ul style="list-style-type: none"> <li>Talking about identity [1]: describing self and others</li> <li>Cultural events [1]: Le festival de Dieppe</li> <li>Motivations and goals</li> <li>Following instructions at work</li> <li>Talking about what, where, and who you know</li> <li>Things that always, sometimes and never happen</li> </ul>	Imperatives 
Autumn term 2	<ul style="list-style-type: none"> <li>Travel activities in France</li> <li>Talking about identity [2]: nationality and religion</li> <li>Staying in a hotel</li> <li>Senegal</li> <li>Talking about your day</li> <li>Noël</li> </ul>	Senegal 
Spring term 1	<ul style="list-style-type: none"> <li>La Révolution française</li> <li>Where you went and what you did</li> <li>What has happened (1): Accidents and emergencies</li> <li>Text exploitation: J'ai cherché</li> <li>What you do in your free time</li> <li>What has happened (2): Crime</li> </ul>	Perfect tense 

<p>Spring term 2</p>	<ul style="list-style-type: none"> <li>• Describing how things are and now and how they used to be [1]: French school system</li> <li>• Describing how things are and now and how they used to be [2]: Childhood memories</li> <li>• Gender identity and expression: Drag montréalaise</li> <li>• What happened once vs all the time</li> <li>• What people did and what they used to do</li> <li>• La famille Béliier</li> </ul>	<p>Imperfect tense</p> 
<p>Summer term 1</p>	<ul style="list-style-type: none"> <li>• Talking about what you read</li> <li>• Helping each other at school</li> <li>• Shopping</li> <li>• Making decisions about the future</li> <li>• Discussing government policy and ideas on the environment</li> <li>• Concorde</li> <li>• Beur Blanc Rouge</li> </ul>	<p>Future tense</p> 
<p>Summer term 2</p>	<ul style="list-style-type: none"> <li>• Refugees in France</li> <li>• Travelling in time: voyage into French history</li> <li>• Talking about what you do to yourself</li> <li>• Talking about what someone else does to themselves</li> <li>• Describing historical figures</li> <li>• Talking about things that happened at the same time</li> <li>• Text exploitation 3: Excerpts from <i>Kiffe Kiffe Demain</i> and two poems</li> </ul>	<p>Description</p> 

Key resources:

National Centre of Excellence in Language Pedagogy year 9 resources

- Festival de Dieppe
- Noël en France
- La revolution Française
- Montréal Drag
- La famille Béliier
- Kiffe kiffe demain
- Beur Blanc Rouge



Term	Curriculum coverage	Home learning
Autumn term 1	<b>Theme 1 Identity and relationships with others</b> Who am I? My personality; My family; modern families; <b>Healthy living and lifestyle</b> Eating preferences; being ill; addiction; lifestyle choices Lupin (TV series)	Present tense 
Autumn term 2	<b>Theme 1 Education and work</b> School rules; future plans; advantages and disadvantages of jobs; ideal jobs <b>Theme 2 Popular Culture</b> What you used to like to do; last weekend; sports; travel	Past tenses 
Spring term 1	<b>Theme 2 Customs, festivals and celebrations</b> Special days; birthdays; parties 	Moving between present and past
Spring term 2	<b>Theme 2 Celebrity Culture</b> Success; being famous; the life of a celebrity Spoiled brats (film)	Future tense 
Summer term 1	<b>Theme 3 Communication and the world around us</b> <b>Travel and tourism</b> Weather; islands; dream holidays	Future conditional tense
Summer term 2	<b>Theme 2 Culture</b> Francophonies Games <b>Theme 1 Culture</b> Working in the French speaking world	Vocabulary revision

Key resources:


AQA GCSE French resources through Pearson Lupin; Spoiled Brats (Les pourris gâtés); Channel 4			(Kerboodle) Extra
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GCSE/BTEC Qualification details

AQA French – Speaking & Listening / Reading & Writing 25% equal weighting per skill
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**Year 11**

Term	Curriculum coverage	Home learning
Autumn term 1	Theme 3 Media and Technology Social media; the internet; your phone (!);	Moving between time frames

Autumn term 2	Theme 3 The environment and where people live Being environmentally friendly; saving the planet; visiting friends; a tour of your town	Modal verbs 
Spring term 1	Revisiting theme 1 Listening focus	Opinions
Spring term 2	Revisiting theme 2 Writing focus	Time frame indicators
Summer term 1	Revisiting theme 3 Speaking Exam prep	Idioms
Summer term 2	Revision	

Key resources:

AQA GCSE French resources through Pearson  
Lupin; Channel 4 Extra



(Kerboodle)

GCSE/BTEC Qualification details

AQA French – Speaking & Listening / Reading & Writing  
25% equal weighting per skill