

	Intent	Implementation	Impact
KS3 Curriculum	<p>MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.</p> <p>The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language.</p> <p>The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.</p> <p>The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country.</p> <p>Differentiation, particularly for SEND, should enable all learners to reach their full potential.</p> <p>The curriculum is challenging for the most able as it deals with topics requiring higher order thinking, such as the environment and global issues.</p> <p>The curriculum promotes skills transferable to a wide range of careers.</p>	<p>All year 7 students are provided with the opportunity to study French</p> <p>Languages are studied at Primary School. Languages are further promoted prior to year 7 through the Primary Languages and Taster Days. Some students are already familiar with KS3 vocabulary topics and the SOL builds on this.</p> <p>Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.</p> <p>Teaching is based on a differentiated course (green or red text books) across all years. Students are expected to develop familiarity of meta-linguistic terminology and lessons are taught in the target language as much as possible.</p> <p>Teachers use a wide range of strategies to suit all learning styles and needs.</p> <p>Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material.</p> <p>Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.</p>	<p>Evidence of booklooks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>Foreign trips</p>
GCSE Curriculum	<p>MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.</p>	<p>The majority of the cohort will take one or two languages on to GCSE level and are in groups based on prior attainment and expected outcomes.</p>	<p>French SPI of -1.11 German SPI of -1.26</p>

	<p>The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication.</p> <p>The GCSE curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts .</p> <p>The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It is also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country.</p> <p>Differentiation, particularly for SEND, should enable all learners to reach their full potential.</p> <p>The curriculum is challenging for the most able as they are expected to be able to manipulate language both for purpose and audience.</p> <p>Careers: the aim is to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment</p>	<p>The SOLs are designed to recap knowledge at the beginning of each module and students are then expected to build on that through targeted skills development and a rigorous assessment framework.</p> <p>The department produces and shares across MAT a variety of creative and engaging resources that are specifically designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the new GCSE exam.</p> <p>Teaching is based on a differentiated course (Foundation or Higher textbooks) across years 10 and 11, alongside an online resource bank which students can access independently. Students are expected to develop confidence with meta-linguistic terminology and lessons are taught in the target language as much as possible.</p> <p>Teachers use a wide range of strategies to suit all learning styles and needs, be it at Foundation or Higher tier.</p> <p>Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged through our lesson routines.</p> <p>Students are taught to communicate fluently and effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.</p>	<p>Evidence of booklooks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>Foreign trips</p>
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