



Buckler's Mead Academy

Curriculum Booklet: Modern Foreign Languages (MFL)

Subject Lead: Mrs Hares



MFL Curriculum Intent:

“If you talk to someone in a language they understand, that goes to their head. If you talk to them in their own language, that goes to their heart.”

Nelson Mandela

Our intention at Buckler’s Mead Academy is for our students to become confident, open-minded and forward-thinking, life-long language learners, with an appreciation for diversity. We passionately believe in instilling cultural capital by engaging our students in interesting and enriching opportunities both inside and outside of the classroom. Our intent mirrors our whole school vision and values of Enjoyment, Opportunity, Community, Success and Ambition and we strive for our curriculum to embrace all of these values. We intend to equip all of our students with the phonics, grammar, vocabulary and cultural knowledge to become competent communicators in a foreign language and to develop the language skills sought by local businesses and employers.

Before arrival at Buckler’s Mead Academy, students choose either French or German and continue to develop the knowledge of their chosen language. Students cover a variety of topics and themes, many of which are taught within the cultural context of the country/countries where the language is native. We impart the curriculum knowledge through engaging and inspiring activities and, where appropriate, we encourage the use of the target language in lessons. We liaise with local primary schools to ensure that, by the end of Key Stage 2, students will understand key terminology such as articles, verbs, adjectives and gender and that they have begun to foster an interest in the countries of the language they are studying.

At the start of each academic year, we reinforce the importance of why everyone should study a language by running a week of in-class and extra-curricular activities which promote cultural diversity. When possible, we also offer an educational visit abroad at the end of each academic year, and other world-language events during the year. Speakers of other languages (both native and non-native) are encouraged both in and out of lessons to compare and contrast their language, cultural experiences and traditions with those of the language/country we are studying to broaden their, and other students’, cultural and linguistic understanding and appreciation. We also celebrate cultural diversity within our school through assemblies, tutor group activities and language ambassadors from within our school community.

By the end of Key Stage 3, students will be confident in understanding and producing language in at least three different tenses, they will be able to express opinions in a variety of ways and will demonstrate understanding of a range of texts (including authentic texts) written for different purposes and situations, including answering questions both in English and in the target language. The students’ work will be accomplished in using a variety of connectives in order to make their work more fluent. We enrich our Languages Curriculum further by including opportunities to embrace and appreciate the culture of the countries they are studying the language of, including literature and poetry from a variety of Francophone and Germanic authors and poets.

We strongly feel that languages open doors to a more successful future, we encourage students to take a language at GCSE. We aim to enable at least half of each cohort to study either French or German in KS4. By the end of Key Stage 4, we are dedicated to ensuring all students realise their full potential by making good progress, enabling them to take their next steps in further education or the world of work.



MFL Curriculum Implementation:

Students are placed in classes to study either German or French, depending on their preferred or prior experiences at KS2. Our spiral Languages Curriculum is built around the golden threads of phonics, grammar, vocabulary and cultural knowledge, which are the essential components needed to entwine together to form a language.

Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. This is done by providing a range of differentiated activities including “stretch” tasks for students who require greater challenge as well as providing extra support and scaffolding of tasks for those who require more support. Lessons are interactive with all students expected to participate and complete a wide range of activities that develop a wide range of skills. Students are given regular opportunities to practise retrieving and applying their skills, knowledge and understanding through low stakes quizzes and formal assessments.

We support the school’s drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types.

Key Stage 3

KS3 lessons focus on developing the phonics, grammar, vocabulary and cultural knowledge needed to be successful linguists. We start by understanding why it is important to learn a language and we discuss the 3 strands of language learning: phonics, vocabulary and grammar. We then start with the basic building blocks of learning a language (ie determiners, gender, simple opinions) and progress to more complex language (ie developed opinions, reasons, adjectives and their agreements). By the time pupils finish year 9, they will be able to speak and write in 3 different tenses (past, present and future) and will be able to include a range and variety of structures. They will be able to understand a range of written and spoken texts from different Francophone/Germanic countries. Pupils will be able to express their views on a variety of topics and themes, including some more cultural themes, such as art and poetry.

Key Stage

At Key Stage 4, students have the option to study either the AQA GCSE French or German course as it meets the needs of our learners. These courses enable students to progress to study either language at A Level. As they progress, they will be able to read and decipher more challenging reading comprehensions and be confident in writing for a particular purpose across a broad range of topics and themes, using both formal and informal styles and forms of address in the target language. They will be confident in communicating in the target language themselves with peers and teachers. They will be competent in manipulating a wide variety of grammar and vocabulary on a variety of engaging topic areas.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	3	3	4	5	5



Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Greetings and Introductions <ul style="list-style-type: none"> • Greetings/Classroom language • Age and numbers • To say how you feel • To understand different forms of address • To understand some geographical, cultural and historical points of interest • To be able to conjugate the verbs “to have” and “to be” • To become familiar with key phonics and sounds • To start to complete dictations and transcriptions 	
2	Traditional Food and Drink <ul style="list-style-type: none"> • To understand about traditional foods from countries studied • To give opinions on different foods and drinks • To say what your favourite foods are • To give reasons why 	Formal Writing Assessment Task “All About Me” Time: 20 mins Marks: 20 marks
3	Family, friends and pets <ul style="list-style-type: none"> • To say what pets you have and DO NOT have • To learn to express negatives • To use adjectives and colours to describe pets • To use the present tense to describe pets and family 	
4	Physical Appearance and Characteristics <ul style="list-style-type: none"> • To describe hair and eyes (using the first and third pronouns) • To describe what you are like • To describe what other people are like • To use the comparative 	Formal Assessment Task “Speaking, listening and reading- phonics” Time: 55 mins Marks: 60 marks
5	School <ul style="list-style-type: none"> • To describe what you have/don’t have in your pencil case • To revise numbers and times • To express opinions on school subjects • To use reflexive verbs to describe your daily routine • To say what time you do daily routine activities • To talk about a timetable • To describe your teachers 	
6	Where I and others live <ul style="list-style-type: none"> • To say where you live • To describe different types of houses and their locations • To describe your room • To understand and use some prepositions 	End of Year Assessment, reading and writing Time: 55 mins Marks: 60 marks



Term	Curriculum Foci	Formal Assessment
1	<p>Sports and healthy living</p> <ul style="list-style-type: none"> To say which sports you do To express opinions and to say what you like and prefer To give reasons and use opinion phrases To discuss extreme sports To use the present tense confidently To discuss other hobbies and interests To understand parts of the body and discuss illness 	
2	<p>Lifestyle, fashion and routine</p> <ul style="list-style-type: none"> To learn the words for different clothes items To say what you like and don't like wearing and why To say what you wear in different seasons and weather To describe the clothing using correct adjectives To learn and use the future tense to say what you will wear To revise daily routine and times 	<p>Formal writing task "Self, food, interests and hobbies"</p> <p>Time: 40 mins Marks 40 marks</p>
3	<p>Town</p> <ul style="list-style-type: none"> To say what there is and is NOT in your town To describe the location of places using prepositions To be able to ask the way to a place and give directions To express opinions on different towns Making arrangements to go out Using modal verbs 	
4	<p>Holidays and Global Issues</p> <ul style="list-style-type: none"> To say where you go on holiday and where you stay To discuss and compare different methods of transport To write about and discuss a range of activities To describe your ideal holiday using conditional phrases To understand global environmental issues To use modal verbs and imperatives 	<p>Formal Assessment Task "Speaking, listening and reading- phonics"</p> <p>Time: 55 mins Marks: 60 marks</p>
5	<p>Music, Art, Fairy Stories and Poetry</p> <ul style="list-style-type: none"> To express opinions on a range of musical styles To compare, agree and disagree To describe a photo or picture from a range of artists To understand some poetry written in the target language To write own poem based on the style of a native poet 	
6	<p>Environment</p> <ul style="list-style-type: none"> To understand and talk about local environment problems To be able to say what you do to help the environment To understand some key global environmental issues To build on modal verbs, "you must" and "you should" To use time phrases to describe the environment Using pronouns other than "I" 	<p>End of Year Assessment, reading and writing</p> <p>Time: 55 mins Marks: 60 marks</p>



Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	TV, cinema and Media <ul style="list-style-type: none"> To express different opinions on TV programmes and films To use the comparative and the superlative To learn the perfect tense To describe a past trip to the cinema 	Extended Writing Assessment on TV, Film and Media Time: 20 mins Marks: 20 marks
2	Social Media and Free Time <ul style="list-style-type: none"> To be able to write about and discuss advantages and disadvantages To say how often you do certain hobbies To use negatives to talk about the negative aspects of social media To be able to write longer passages To be able to discuss a photograph using PALMS 	Formal Written “Demonstrate” Task Time: 50 mins Marks: 50 marks
3	Festivals <ul style="list-style-type: none"> To understand some key festivals in target-language countries To describe your favourite festival and reasons To understand and use dates and months To communicate about activities during certain festivals in the past and future tenses To learn some foods and drinks and plan a picnic To use a variety of packaging and be able to order/buy food in a shop and restaurant 	Formal Assessment Task “Speaking, listening and reading-phonics- including tenses” Time: 50 mins Marks: 50 marks
4	Healthy Living <ul style="list-style-type: none"> To revise body parts and illnesses To discuss different habits and addictions To compare how you were when you were younger to how you are now To have a conversation at the doctor’s surgery and understand what you need to do to get better To understand and use the imperative 	Listening and Reading Assessment Time: 50 mins Marks: 50 marks
5	Food and drink <ul style="list-style-type: none"> To revise foods and drinks and packaging To discuss eating habits and foods which are good for a balanced diet To revise adverbs of frequency To be able to use the expression “in order to” To be able to book a table at a restaurant and make a complaint! 	Formal written “Demonstrate” Task Time: 50 mins Marks: 50 marks
6	Family, friends and relationships <ul style="list-style-type: none"> To talk about family members and pets To discuss marriage and partnership To describe others’ characteristics To use all 3 tenses to describe family activities To say what jobs friends and family do ALL ABOUT ME PROJECT- REVISION OF KS3 	End of Year Assessment, reading and writing Time: 55 mins Marks: 60 marks



Year 10 French or German Programme of Study
Exam Board: AQA French or AQA German
Exam Specification: French: 8658 or German: 8668

Term	Curriculum Foci	Formal Assessment
1	Self, family and Relationships (revision and extension) <ul style="list-style-type: none"> • Talking about yourself, family and pets • Using the verbs to have and to be • Talking about family relationships using reflexive verbs • Using regular and irregular verbs in the present tense • Talking about marriage and partnerships and share views • Using adjectives to describe people and things • Using the future tense 	Listening, Reading and Speaking Assessment on family and friends Time 30 mins Marks 30 marks
2	Media, Social Media and Festivals (revision and extension) <ul style="list-style-type: none"> • To give opinions on TV programmes and films • Discussing advantages and disadvantages of technology • To express and develop opinions on mobile phones • To understand more complex texts on festivals/ traditions • To revise dates and numbers • To produce longer writing and speaking (photo description) 	Writing Assessment on social media and hobbies Time: 20 mins Marks: 16 marks
3	House and Home <ul style="list-style-type: none"> • To describe rooms and what is in them • To use prepositions to show the location of objects • To describe different houses and locations • To discuss household chores • To talk about your town and to ask others questions • To talk about different areas • To understand modal verbs in more depth and plurals 	Speaking Assessment: Recorded and uploaded at home Listening Task on festivals. Marks: 15 marks Time: 15 mins
4	Social/global issues <ul style="list-style-type: none"> • To use quantifiers and intensifiers • To talk about different charities and charity work • To express opinions and making comparisons • To talk and understand about refugees • To discuss homelessness and unemployment • To ignore words which are not needed in interpreting 	Reading and Writing Assessment on Social and Global Issues Marks 50 marks Time: 50 mins
5	Environment and town <ul style="list-style-type: none"> • To talk about helping the environment at home • Environment issues and what you do to help/how often • Global Environment issues • To use subordinating conjunctions and the imperative • To talk about local environment problems • To talk about city breaks and what you can do 	Speaking and Listening Assessment on Town Marks: 50 marks Time: 50 mins
6	Holidays <ul style="list-style-type: none"> • To discuss the weather on holiday • To revise numbers and dates • To say who you go on holiday with, where and how • To talk and write about holiday activities in 3 tenses • To use the comparative and the superlative • To learn the imperfect tense 	End of Year 10 Exam Time: Listening- 35 mins Reading 50 mins Writing 1 hr Speaking: 5-7 mins Marks: 240



Year 11 French or German Programme of Study

Exam Board: AQA French or AQA German

Exam Specification: French: 8658 or German: 8668

Students sit either all papers at Foundation Level or all papers at Higher Level

Term	Curriculum Foci	Formal Assessment
1	<p>Current Study</p> <ul style="list-style-type: none"> To understand different school types in France/Germany To express positive and negative opinions on school To revisit modal verbs To revisit tenses, including introducing pluperfect To revisit word order To describe your school, day, school uniform and timetables To improve translation skills To discuss advantages and disadvantages of different schools To revise adjective endings To revisit reflexive verbs 	<p>Translation and grammar tasks</p> <p>Time: 50 mins Marks: 50 marks</p>
2	<p>Future Study and Employment</p> <ul style="list-style-type: none"> To talk about post-16 options To revise the future tense To discuss choices about university or career To discuss future jobs and careers To link personalities and certain career choices To use the conditional mood. To learn about voluntary work and charities 	<p>GCSE Mock Exams Total /180 marks Time (F/H) Listening 35/45 mins, Reading 45 mins/1 hour Writing 1 hour/1 hour 15 mins Speaking Mock Time 10-12 mins Marks 60 marks</p>
3	<p>Healthy Living and lifestyle</p> <ul style="list-style-type: none"> To talk about what you eat and drink at home and out To say what you like and would like to do to keep fit and healthy To talk about food and drink in the target-language country and to discuss different diets To revisit the present tense for all pronouns, irregular verbs To understand and talk about different lifestyles To revisit modal verbs To talk about lifestyles in the past 	<p>Extended Writing Assessment on Lifestyle, school and future plans</p> <p>Time 50 mins Marks 50 marks</p>
4	<p>Exam Skills</p> <ul style="list-style-type: none"> The important “Little” words, Wow phrases, skimming and scanning Avoiding the tricks such as negatives and tenses Past papers with examples of 40/90/150 word writing questions Listening for gist and detail Synonym practice <p>PREPARATION FOR GCSE EXAMS AND ORAL EXAMS</p> <ul style="list-style-type: none"> Photo card and role play preparation General Conversation practice Question words Translations into the Target Language and into English Poetry and fairy story reading comprehensions Positive, Negative or Positive and Negative questions Longer reading comprehensions with questions in English and questions in the target language 	<p>Full GCSE Mock exams (January) Listening, reading and writing</p> <p>Total /180 marks Time (F/H) Listening 35/45 mins, Reading 45 mins/1 hour Writing 1 hour/1 hour 15 mins</p> <p>Speaking Mock exam (February)</p> <p>Time 10-12 mins Total Marks /60</p>



Revision and Support:

There are many ways in which you can support your child in the study of languages, such as:

- Listening to your child reading out their general conversation answers
- Test your child on their vocabulary
- Use Linguascope for support with key topic vocabulary (password provided)
- Use lyricstraining.com with your child to support their listening skills
- Please see individual Google Classrooms for your class support
- Seneca GCSE tasks
- Kerboodle tasks and text book (KS4 students have their own log in- yh2 institution code)
- AQA GCSE French/German (new spec first exam 2026)
- BBC Bitesize revision: <https://www.bbc.co.uk>

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1	25%	Listening (35 mins Foundation/ 45 mins Higher) Entire specification	May/June in Y11
Paper 2	25%	Speaking (9 mins Foundation/ 12 mins Higher) Entire specification	May/June in Y11
Paper 3	25%	Reading (45 mins Foundation/ 60 mins Higher) Entire specification	May/June in Y11
Paper 4	25%	Writing (60 minutes Foundation/ 75 minutes Higher) Entire specification	May/June in Y11

Please note: Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments and mock examination results.

Please see exam board websites for up to date information:

French: [please click here](#)

German: [please click here](#)