

Modern Foreign Languages

"If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart." Mandela

Summerhill students will be **valuable members of society**

MFL students will be proud ambassadors for languages, freed from insularity, who are able to understand the relevance of the subject in their own lives.

They will foster a curiosity and develop a deeper understanding of societies, cultures and languages that differ from their own.

Our students will continue their journey to become confident language learners, with the ability to immerse themselves in the language, culture and traditions of the countries in scope.

Summerhill students will be **great communicators**

Students will be skilful readers and great listeners, who are equipped to understand spoken and written language from a variety of authentic sources including native speakers.

While studying languages, students will be challenged to express and explain their thoughts and ideas across a range of mediums for a variety of purposes and audiences.

Students will increasingly develop spontaneity and fluency enable in them to communicate for real purpose, using sophisticated, creative and more complex language to communicate key messages.

Summerhill students will be **knowledgeable**

Our learning in MFL is rooted in the importance of building a strong understanding of phonics, vocabulary, grammar and language learning skills whilst serving to widen students' knowledge and understanding of the culture, history and literature of speakers of the language.

Our learners are equipped with the skills to effectively apply language learned across diverse contexts, through planned and purposeful progression whilst simultaneously developing their capacity to face the challenges of unknown language.

Our curriculum is underpinned by four key values:

- Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development
- Ambition** – having the highest aspirations and expectations of ourselves and others; being brilliant in all we do; having a belief that challenges can be overcome with the right attitude and hard work
- Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams
- Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience through challenging times.

French Curriculum

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>3 x 50 Minute lessons a week</p> <p>END OF YEAR AIMS</p> <p>Students can talk about themselves and their lives and express opinions with reasons</p> <p>Students can use some transactional language</p> <p>Students can use two tenses (present and near future)</p> <p>Students get an introduction to Francophone culture</p>	<p><u>La rentrée</u></p> <p>Intro to phonics</p> <p>Introductions</p> <p>Numbers</p> <p>Describing self and others</p> <p>A and Some</p> <p>Adjective agreement</p> <p>Immediate family</p>	<p><u>En Classe</u></p> <p>School Subjects</p> <p>Time</p> <p>Uniform</p> <p>Adjective word order</p> <p>Giving opinion with a reason</p> <p>Differences between France and British</p> <p>Schools system</p>	<p><u>Mon temps libre</u></p> <p>Weather</p> <p>Free time and sport activities</p> <p>Jouer – to play</p> <p>Faire – to do</p>	<p><u>Ma vie de famille</u></p> <p>Pets</p> <p>Describing family</p> <p>My/your</p> <p>Breakfast time</p> <p>Bastille day</p>	<p><u>En ville</u></p> <p>Places in town</p> <p>Ordering snacks</p> <p>Prices in Euros</p> <p>Arranging to go out</p> <p>Weekend Plans</p>	<p>Paris – Jeux Olympiques 2024</p> <p>Film Study : Une vie de chat -</p>
8	<p>3 x 50 Minute lessons a week</p> <p>END OF YEAR AIMS</p> <p>Students can talk about themselves and their lives and express opinions with reasons.</p> <p>Students can use some transactional language and some more formal register.</p> <p>Students can use three tenses (present, near future, perfect).</p> <p>Students able to use more complex structures (e.g. comparative, imperative)</p>	<p><u>Vive les vacances</u></p> <p>Talking about school holidays</p> <p>Using past tense</p> <p>Describing a past outing</p> <p>French Speaking Switzerland</p>	<p><u>J'adore le fêtes</u></p> <p>festivals and celebrations and special days</p> <p>buying food at a market,</p> <p>New Year Celebrations, combining past, present and future tenses</p>	<p><u>A loisir</u></p> <p>Celebrities</p> <p>TV programmes,</p> <p>Digital technology</p> <p>Arranging to go to the cinema,</p> <p>Buying cinema tickets</p> <p>Talking about leisure activities</p>	<p><u>Le monde est petit</u></p> <p>Local Area using <i>pouvoir + infinitive</i>, helping at home, talking about daily routine, moving house,</p>	<p><u>Le sport en direct</u></p> <p>Sports</p> <p>Asking the way and giving directions, Talking about injuries and illness, taking part in a conversation with the doctor</p>	<p>Paris – Jeux Olympiques 2024</p> <p>Interviewing a sports person</p> <p>Tour de France</p>

	Students develop their Knowledge of Francophone culture.						
8 O p t i o n	<p>2 x 50 Minutes a week</p> <p>END OF YEAR AIMS</p> <p>Students can talk about themselves and their lives and express opinions with reasons</p> <p>Students can use some transactional language</p> <p>Students can use two tenses (present and near future)</p> <p>Students get an introduction to Francophone culture</p>	<p><u>La rentrée</u></p> <p>Intro to phonics</p> <p>Introductions</p> <p>Numbers</p> <p>Describing self and others</p> <p>A and Some</p> <p>Adjective agreement</p> <p>Immediate family</p>	<p><u>En Classe</u></p> <p>School Subjects</p> <p>Time</p> <p>Uniform</p> <p>Adjective word order</p> <p>Giving opinion with a reason</p> <p>Differences between France and British</p> <p>Schools system</p>	<p><u>Mon temps libre</u></p> <p>Weather</p> <p>Free time and sport activities</p> <p>Joeur – to play</p> <p>Faire – to do</p>	<p><u>Ma vie de famille</u></p> <p>Pets</p> <p>Describing family</p> <p>My/your</p> <p>Breakfast time</p> <p>Bastille day</p>	<p><u>En ville</u></p> <p>Places in town</p> <p>Ordering snacks</p> <p>Prices in Euros</p> <p>Arranging to go out</p> <p>Weekend Plans</p>	<p>Paris – Jeux Olympiques 2024</p> <p>Film Study : Une vie de chat -</p>
9	<p>3 x 50 Minute lessons a week</p> <p>End of year aims</p> <p>Students can talk about themselves and their lives and about wider ranging issues (environment, good causes), expressing opinions with reasons</p> <p>Students can use some transactional language and some more formal register</p> <p>Students can use multiple tenses (present, near/simple future, perfect, imperfect, conditional)</p> <p>Students can use more complex structures (e.g. comparative, superlative, infinitives)</p>	<p><u>Mon monde à moi</u></p> <p>likes and dislikes, after school clubs and activities, describing friends, describing birthday celebrations</p>	<p><u>Projet d’avenir</u></p> <p>earning money</p> <p>future job plans</p> <p>what you will do in the future</p> <p>predicting what things will be like in the future</p> <p>Why Learning a language??</p>	<p><u>Ma vie en musique</u></p> <p>musical tastes</p> <p>Concerts</p> <p>Comparing primary and secondary schools, Fete de la musique</p>	<p><u>Le meilleur des mondes</u></p> <p>Talking about food, discussing eating habits</p> <p>protecting natural word, environment, talking about what you would like to change,</p>	<p><u>Le monde francophone</u></p>	<p>Paris Jeux Olympiques 2024</p> <p>Ma vie de courgette</p>

	Students develop their knowledge of Francophone culture						
1 0 G C S E	1 x 50 minute lesson 1 x 110 minute lesson week	<u>Tu as du temps à perdre?</u> Life online, hobbies, sports, staying active, tv and film preferences, making plans, buying tickets, last weekend.	<u>Mon Clan, ma tribu</u> Talking about identity, daily routine, friends and friendships, physical description, positive role models, celebrations,	<u>Ma vie scolaire</u> School life in Francophone countries, subjects and school life, school rules, making progress at school, what school used to be like, learning languages,	<u>En pleine forme</u> Talking about meals and mealtimes, talking about good mental health, describing illness and accidents, talking bout improving your life, making lifestyle changes,	<u>Numéro vacances</u> Talking about ideal holiday, describing what yo can seen and do on holiday, talking about festivals, booking and reviewing accommodation, discussing Staycation activities,	Revision and exam preparation, feedback and Speaking exam preparation
1 1 G C S E	1 x 50 minute lesson 1 x 110 minute lesson week	<u>Le grand large</u> What normally do on holidays, past holiday, why holidays are important, dream holiday, Booking accommodation, ordering food in a restaurant, directions, holiday disasters, buying souvenirs	<u>Au Collège</u> Description of school, subjects, comparison of French/British state school systems, school rules, uniform, improvements to school, getting the best out of school, trips, events	<u>Bon Travail</u> Discussing jobs and work preference, career choices, plans, hopes, wishes, importance of langs, applying for jobs, case studies	<u>Un oeil sur le monde</u> Environmental problems and their solutions, global issues, inequality, poverty, volunteering		

Spanish Curriculum 2023-24

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	3 x 50 Minute lessons a week	<u>Mi vida</u> Intro to phonics Introductions Numbers Describing self and others Adjective agreement Pets	<u>Mi familia y mis amigos</u> family and extended family, physical description describe house, Día de los muertos, Tener Estar Ser	<u>Tiempo Libre</u> Hobbies and free time, mobile technology, what others enjoy doing, weather giving opinions with reasons Jugar Hacer	<u>Mi insti</u> School subjects, school day, justifying opinions, 24hr Clock, school facilities, break time, differences between Spanish and British school systems,	<u>Mi Ciudad</u> Describing town, directions, ordering snacks, weekend plans, using two tenses advertise your town	<u>El mundo hispanohablante</u> Project – Guatemala Actionaid – The right to an education; Las Fallas – Carnaval en Cadiz, Semana Santa
8	3 x 50 Minute lessons a week	<u>Vacaciones</u> Talking about what you normally do on holiday, describing events from a past holiday, describing a day out	<u>Todo sobre mi vida</u> Mobile phone use Music tastes, Tv programmes, differences in young people's lives in Spain and uk, Spanish Music	<u>A comer</u> Food, likes, dislikes, describing mealtimes, food in Spanish speaking countries, ordering meal, giving an account of a party		<u>¿Qué hacemos?</u> Arranging to meet up with friends, making excuses, daily routine, getting ready to go out, talking about clothes.	<u>Operación verano</u> Booking Holiday accommodation, activities, directions, destinations, transport
8 Option	2 x 50 Minutes a week	<u>Mi vida</u> Intro to phonics Introductions Numbers Describing self and others Adjective agreement Pets	<u>Mi familia y mis amigos</u> family and extended family, physical description describe house, Día de los muertos, Tener Estar Ser	<u>Tiempo Libre</u> Hobbies and free time, mobile technology, what others enjoy doing, weather giving opinions with reasons Jugar Hacer	<u>Mi insti</u> School subjects, school day, justifying opinions, 24hr Clock, school facilities, break time, differences between Spanish and British school systems,	<u>Mi Ciudad</u> Describing town, directions, ordering snacks, weekend plans, using two tenses advertise your town	<u>El mundo hispanohablante</u> Project – Guatemala Actionaid – The right to an education; Las Fallas – Carnaval en Cadiz, Semana Santa

9SP	3 x 50 Minute lessons a week	<u>Somos Así</u> Discussing likes/ dislikes, discussing films – genres - preferences- buying tickets – birthday celebrations talking about weekends in detail – celebrity study	<u>Orientate</u> Discussing work and future plans- work experience – how earn pocket money – helping at home – describe personality	<u>En forma</u> Healthy / Unhealthy diet – active lifestyle, daily routine – recommendations – Illness and ailments – Visiting doctors. Pharmacy	<u>Jóvenes en acción</u> Children’s rights, fair trade, recycling ways to be environmentally friendly, charity work, how an area has changed – before and after Project Shelter aid		<u>Paz y Guerra</u> Identity and Stereotypes lessons, Voces Inocentes – El Salvador Civil War
9 Option	1 x 110 minute lesson	<u>Somos Así</u> Discussing likes/ dislikes, discussing films – genres - preferences- buying tickets – birthday celebrations talking about weekends in detail – celebrity study	<u>Orientate</u> Discussing work and future plans- work experience – how earn pocket money – helping at home – describe personality	<u>En forma</u> Healthy / Unhealthy diet – active lifestyle, daily routine – recommendations – Illness and ailments – Visiting doctors. Pharmacy	<u>Jóvenes en acción</u> Children’s rights, fair trade, recycling ways to be environmentally friendly, charity work, how an area has changed – before and after Project Shelter aid		<u>Paz y Guerra</u> Identity and Stereotypes lessons, Voces Inocentes – El Salvador Civil War
10 GCSE	1 x 50 minute lesson 1 x 110 minute lesson week	<u>Divertirte</u> Life online, sport and free time activities, making plans to go out, last weekend, a day that goes wrong	<u>Viajes</u> Discussing travel plans, Festivals in Pspanish Speaking Countries, Past holidays, describing accommodation, combining 3 tenses,	<u>Mi gente mi mundo</u> Family life, describing people, talking about people you admire and role models, friendship and relationships, identity and what matters to me. Talking about problems and giving advice	Mi estilo de vida Describing healthy daily routines,, mealtimes and food trends, comparing old and new habits, illness and injury, plans to improve health and wellbeing,	¡A clase! Typical day in school, subjections and studies, improving the school, school community, school trips,	<u>Revision and exam preparation, feedback and Speaking exam preparation</u>
11 GCSE	1 x 50 minute lesson 1 x 110 minute lesson week	<u>Ciudades</u> Describing town and region, discussing shopping habits, planning what to do, role play – shopping for clothes and presents, discussing problems with a town and improvements EL medio Ambiente Discussing local and global issues and environmental concerns and what can be done to improve the problems at a local and international level		<u>El mundo de trabajo</u> Discussing future plans for study and employment, travel, importance of learning languages, <u>De COstumbre</u>	<u>Hacia un mudo mejor</u> Bringing the world together – sporting events, music events, charity work and volunteering	<u>Revision</u> <u>Bespoke revision lessons – tiered Higher and foundation</u>	

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