

Five Year Term Plan – KS4

At Oasis Academy Coulsdon the aim of the MFL Department is to promote an appreciation of other languages and cultures and a passion for language learning. We aim to provide an enjoyable and stimulating language learning experience for students of all ability levels. Through learning another language, we hope to improve the students' literacy and communication skills and to encourage them to be independent and resilient when faced with new challenges. In addition, we aim to establish the skills, language and attitudes required to facilitate the further study of languages. We want to stimulate independent learning and intellectual curiosity in our students and to encourage all students to embrace the study of languages with an enthusiastic and willing approach.

Our statement of Intent.

Purpose of study

The OCL MFL curriculum believes that a strong foundation for knowledge is essential for language learning. Our curriculum focuses on students mastering and retaining key structures and vocabulary over time so that they become confident and spontaneous communicators in another language. We want our students to develop in the following key areas:

Character:

We want our students to become confident communicators, who are able to use language flexibly in real-life contexts. Through learning another language our students will be encouraged to have a curiosity and understanding of other cultures. Through exploration of another language they will also learn more about themselves and the world beyond their classrooms. Their language skills should help to inspire a love of language learning and give them the confidence to communicate with speakers of these languages here and abroad. Our curriculum is an inclusive curriculum, where all students are able to achieve, and all are enabled to develop their skills and ability to speak the language spontaneously.

Competence:

Students should be able to speak and write with increasing complexity, spontaneity and fluency as they progress in their learning. Vocabulary and grammatical structures are introduced sequentially and interleaved for effective retrieval practice. We also use

language beyond the curriculum and expose students regularly to authentic texts, culture and student-led discussion, enabling them to deepen their understanding of the French and Spanish-speaking world.

Community:

We want our students to gain an understanding of their local, national and global communities through MFL, by helping them to explore different cultures and communities across the world where the languages are spoken. Our curriculum allows our students to appreciate cultural diversity and discuss complex issues with sensitivity, such as through engaging with social issues. Our goal is that through study, students will gain a sense of global responsibility, respect and tolerance for other cultures.

Subject: French and Spanish – 2022 onwards.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Social Issues 1. Social problems : 2. Justifications 3. Protests and strikes 4. Charities	Healthy Living 1. Food and drink 2. Justifications 3. Sports 4. Extreme sports	Family, Friends and Future plans 1. Adjectives to describe others 2. Saying you get on with people. 3. Key topic verbs 4. Discussion of future plans: 5. Vocabulary for statistics 6. For or against marriage.	Free Time 1. Phones key verbs: 2. TV programmes: 3. French/Spanish music: 4. Snazzy Structures: 5. Going to a concert vocabulary:	Film module Amélie Diarios de motocicleta 1. Music genres: 2. Film genres: 3. Expressions of assumption: 4. Physical descriptions: 5. Personality descriptions: 6. Key verbs 7.. Film review.	Consolidation of modules throughout year 9 1. Home, town, neighbourhood and region 2. School and studies 3. Post-16 Skills covered: . 4. Talking about different types of jobs and education plans post-16. 5. Expressing plans for the future and giving arguments for

						and against different types of post-16 education (apprenticeships /university). 6. Talking about part-time jobs
Assessment and GCSE link.	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of year exam.
Year 11	Travel and Tourism 1. Countries 2. Modes of transport 3. Types of weather 4. Key verbs for holiday activities 5. Places to stay.	Mobile technology and social media 1. Social media/technology vocabulary 2. Arguments for and against social media/technology 3. Key topic verbs: 4. Dangers of technology.	Global Issues and the Environment 1. Key environmental issues: 2. Key verbs: 3. Key vocabulary for poverty and homelessness 4. Justifications:	Revision and consolidation. 1. Family and friends 2. Free time/technology 3. Home, town, neighbourhood and region. 4. Travel and Tourism 5. My studies 6. Education post-16 Key skills embedded across lessons: 1. Listening practice 2. Reading comprehension practice 3. Writing practice: 90/150 words 4. Speaking practice: photo-	Exams	

				cards/role-plays and general conversation preparation.		
	Summative Assessment End of unit assessment.	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of unit assessment	Summative Assessment End of year exam.