



BEECHEN CLIFF

Modern Foreign Languages Faculty

Curriculum Booklet

2025 - 2026

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Head of French: Sophie Westlake

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Subject Curriculum Intent:

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

Languages are an integral part of Beechen Cliff School and we strive to develop motivated, engaged and confident language learners with a positive, can-do attitude.

We strongly believe that languages are a skill for life and that being able to speak another language is a huge asset that will help our pupils to succeed in the future. Not only is a foreign language useful for travelling, it is also a great advantage for university and career prospects and gives our pupils opportunities to work or study abroad later in life. Having an understanding of foreign languages also provides an opening to other cultures, encourages the celebration of differences and prevents insularity.

We pride ourselves on being the only school in the area and one of the few in the country to offer 4 European languages through to A level which ensures that our pupils have choice when it comes to their language learning. Acquiring a second language also develops other skills such as improved memory and a better knowledge of our first language. This is why many of the top universities require at least one foreign language at GCSE as part of their entry requirements and almost all universities offer the option to study a language alongside other degree courses which widen career opportunities.

All pupils study French from Year 7 to Year 9 and in Years 8 and 9 many pupils will study an additional language alongside French; either Spanish, Italian or German and pupils can continue with one or both languages as part of their GCSE options. The uptake at GCSE is very high in all four languages with over 70% of pupils continuing to study languages at Key Stage 4, compared to the national average of 40% and many of our pupils choose to study both languages.

Our curriculum at KS3 and 4 has been designed to ensure that pupils have a wide vocabulary including high frequency words, a sound understanding of the grammar of the language and are able to transfer this knowledge autonomously across topics and also across languages.

We want each and every pupil to feel successful in their foreign language learning and we support them in taking risks in the recognition that making mistakes is an important part of the learning process. We wholly encourage the use of the foreign language both by the teachers and the pupils as a means of communicating in lessons.

Through language learning we aim to further expand our students' cultural knowledge as we know that this promotes greater respect, tolerance, empathy, and acceptance of others. We organise trips at all key stages across all 4 languages so that every pupil has the opportunity to visit the country of the language they are studying, giving them a motivating and first-hand experience of the culture and language of that country.

Above all we aim for all our pupils to have equal opportunities to embrace other languages and cultures and leave with a lifelong desire to continue learning and using their foreign languages.

Aspiration Compassion Independence Respect

Subject Curriculum Implementation:

Key Stage 3

All pupils study French from Year 7 through to Year 9. Due to the large number of feeder schools pupils starting MFL at Beechen Cliff School have often been exposed to a variety of languages, including but not necessarily French. In year 7 we start from scratch but we focus right from the outset on communicating at sentence level as well as on structures, thus avoiding repetition of content and ensuring challenge and continuity for those with prior knowledge.

We have high expectations of all our pupils and some pupils are selected to take on a second Modern Foreign language alongside French in Year 8. Pupils are offered a choice of German or Spanish and are invited to express a preference as to which of these languages they would prefer to learn.

The content of our curriculum in all languages provides learners with the ability to understand and communicate about personal and factual information that goes beyond their immediate needs and interests. Pupils are taught to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. The topics we study also ensure that pupils are prepared for further study at GCSE.

Phonics, vocabulary and grammar underpin the curriculum so that pupils can quickly understand and produce language for themselves and make progress. We recycle much language regularly throughout topics to ensure regular exposure to the core structures.

We ensure that:

- the curriculum is deliberately ordered so that the components of each topic make sense and that new language builds on previously learned language with secure foundations.
- there is a variety of skills in lessons eg, speaking, listening, reading, translation and writing using suitable resources.
- there is a focus on positive error correction as a path to improvement and part of a natural language learning process where pupils are clear about how they can make progress.
- pupils have a sound understanding of, and the ability to use, grammatical structures as the building blocks which allow for more autonomous use of language.
- we develop and embed literacy skills for all pupils such as inferring meaning, predicting, and retrieving information from texts containing unfamiliar language.

Assessment is designed for pupils to have a good understanding of their progress through regular self/peer assessment, low stakes quizzes and knowledge recall tests as well as targeted teacher feedback to test knowledge. This ensures that pupils are aware of their own strengths and weaknesses, where the gaps are in their own learning and what they need to do to address these. Pupils are guided in understanding how they learn best and in developing effective language learning strategies, as well as how to reflect on their work, review and improve it.

We organise residential trips to France (Normandy) , Germany (Cologne) and Spain (Barcelona) so that all pupils have the opportunity to visit the country.

Key Stage 4

At GCSE core language & structures covered at Key Stage 3 are revisited and consolidated and the range of language and structures is expanded.

Our curriculum is based around the AQA Specification to ensure that all knowledge, understanding and skills required for GCSE are covered. We ensure that we cover the language required for different abilities to ensure that the needs and aspirations of our pupils are met.

Lower ability pupils are supported to reach the same objectives and final decisions on tiers of entry (either foundation or higher) are not decided until March of year 11. To ensure that pupils of all abilities can access the work, we scaffold tasks and add support. We also provide “challenge” tasks which require pupils to extend their learning using different tenses or talk about others as well as themselves with more idiomatic and complex structures. This ensures that our pupils are prepared for A levels should they wish to continue their language studies.

We have long established links with language schools abroad and trips at KS4 further motivate our pupils as they understand more clearly the relevance of their studies and value the life experience that travelling abroad gives them. They are encouraged to take ‘risks’ in using the language abroad as much as possible.

Allocated Curriculum Time: French

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	5	3 or 5	3 or 5	5	5

Allocated Curriculum Time: German, Spanish

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	n/a	4	4	5	5

Year 7 French

	Curriculum Foci Areas	Assessment
Term 1	Talking about myself including name, where you live, age and birthday and a physical description <ul style="list-style-type: none"> Be able to communicate sentences used to introduce self with focus on pronunciation Develop knowledge of vocabulary (countries, languages, numbers, months, hair and eye colour) Introduce key verbs j'ai and je suis which will be reinforced throughout 7 	Speaking assessment: questions and answers in French and read aloud passage on term 1 content
Term 2	Talking about who is in your family with details about them <ul style="list-style-type: none"> Develop knowledge of vocabulary (family members, higher numbers, adjectives to describe people) Other forms of avoir and être are introduced (il/elle and ils/elles) Use negatives to say you don't have Be able to understand and use possessive adjectives correctly Understand adjective ending changes for masculine and feminine Be able to communicate about your pets including pets Understand articles using un/une/des Understand how to form plurals of some words 	Listening & Writing assessment on terms 1 and 2 content
Term 3	Talking Leisure <ul style="list-style-type: none"> Be able to communicate opinions about what you like to do and actually do at the weekend including opinions, school subjects, comparison vocab, leisure activities Understand using opinions verbs + infinitives and conjugating verbs in the present tense regular er verbs irregular verbs aller and faire 	Listening & Reading assessment on terms 1,2 and 3 content
Term 4	Talking about school and mealtimes <ul style="list-style-type: none"> Be able to communicate opinions about school subjects Be able to communicate extended sentences about what you like to eat and what you eat at different meal times including opinions and justifications Understand when to use le/la/les or partitive article du/de la/des Develop cultural knowledge of French eating habits and foods 	Reading & Writing assessment on terms 1,2,3 and 4 content
Term 5	Your town - what there is and what you can do there <ul style="list-style-type: none"> Be able to communicate extended sentences about your town - what there is and what you can do there Revision and Year 7 exams 	Summer Exam (Listening, Reading & Writing on content of year 7)

Term 6	Your town - what there is and what you can do there <ul style="list-style-type: none"> • Use the modal verb on peut + infinitive to say what you can do and cannot do in your town • Say where you will go using aller à • to say where you will go next weekend using aller + infinitive • Use negatives to say what there isn't and what you cannot do • Develop cultural knowledge of Francophone town 	Speaking Project
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Year 8 French

	Curriculum Foci Areas	Assessment
Term 1 and 2	Free Time including what you wear, the weather and activities <ul style="list-style-type: none"> • Develop knowledge of vocabulary (clothes, weather, time expressions) and be able to recall previous knowledge of free time activities from year 7 • Form extended sentences using a range of verbs in the present tense and dependent clauses (when and if..). • Understand and use the verbs faire, aller as well as regular verbs for different people with the appropriate sports and activities • Understand and say the time in French to say when you do activities 	Listening & Writing assessment on terms 1 and 2 content
Term 2 and 3	Holidays including usual, preferences and past holidays <ul style="list-style-type: none"> • Develop knowledge of holiday vocabulary (accommodation, transport) and be able to recall previous knowledge from year 7 • Consolidate knowledge of verbs in present tense including being able to talk about others' usual and preferred holidays • Understand and be able to form sentences using the perfect tense to talk about past holidays • Give opinions about past holidays using c'était 	Listening & Reading assessment on terms 1,2 and 3 content
Term 3 and 4	Illnesses and injuries including being able to say what you want to, have to and can and cannot do <ul style="list-style-type: none"> • Develop knowledge of vocabulary (parts of body) • Form sentences using modal verbs + infinitive • Consolidate knowledge of perfect tense to say how injury/illness happened 	Reading & Writing assessment on terms 1,2,3 and 4 content
Term 5 and 6	France and French people including learning about the geography of France and famous French people <ul style="list-style-type: none"> • Develop cultural knowledge of France – its Geography, famous people • Be able to state facts about France and famous French people including what they have done using the past tense and high numbers for years • Make comparisons between France and Britain using comparatives and superlatives 	Summer Exam (Listening, Reading & Writing on content of year 8) Speaking Project

Year 9 French

	Curriculum Foci Areas	Assessment
Term 1	Media including TV, music and film <ul style="list-style-type: none"> Develop knowledge of vocabulary (tv programmes, film types, musical genres and be able to recall previous knowledge of key verbs from year 7 Form extended sentences a range of opinions, more complex opinions and justifications 	Reading & Writing assessment on terms 1 content
Term 2	Technology <ul style="list-style-type: none"> Develop knowledge of vocabulary (technology) and be able to recall previous knowledge of key verbs from year 7 Form extended sentences using a range of verbs in the present tense to talk about how you and others in your family use technology usually Recap past tense to talk about how you and others in your family have uses technology recently 	Listening & Writing assessment on terms 1 and 2 content
Term 3 and 4	Health including eating habit preferences and future intentions <ul style="list-style-type: none"> Develop knowledge of knowledge needed to talk about healthy and unhealthy lifestyles (food, sport, exercise, sleeping habits) and be able to recall previous knowledge from year 7 Consolidate knowledge of verbs in present tense and past tense to talk about usual and recent habits Use impersonal structures to give advice Understand and be able to form sentences using the Future tense to talk about future intentions to stay healthy Form extended sentences using a range of verbs in the present and future tense and past tense 	Listening & Reading assessment on terms 1,2 and 3 content
Term 5 and 6	Begin GCSE course - Me, my family and friends and personal relationships <ul style="list-style-type: none"> Go above and beyond knowledge learned at KS3 to use more complex phrases to talk about self, family and friends Use possessive adjectives to talk about your friends/family Use adjectives accurately to describe others and use complex opinion phrase Use reflexive verbs to be able to talk about relationships with family and friends and pronouns 	Summer Exam (Listening, Reading & Writing on content of year 9) Speaking Project

Year 8 German

	Curriculum Foci Areas	
Term 1	Introducing yourself: <ul style="list-style-type: none"> Giving Personal details (name, numbers, age). Describing personalities & characters. Talking about where you live and introducing the names of other countries. Assessment: Listening and reading comprehension.	Speaking assessment: questions and answers in German on term 1 content
Term 2	Family & pets: <ul style="list-style-type: none"> Talking about family members including ages, description in the 3rd person. Birthdays and months (ordinal numbers). Talking about pets and family members. Assessment: Informal writing and translation into English.	Listening & Writing assessment on terms 1 and 2 content
Term 3	Freetime: <ul style="list-style-type: none"> Discussing sports and leisure activities. Mobile phones and computers. Giving opinions and making your writing more varied and interesting. 	Listening & Reading assessment on terms 1,2 and 3 content
Term 4	School: <ul style="list-style-type: none"> Talking about subjects you study. Days and times when you have those subjects. Description of teachers. Talking about facilities and rules at school. Assessment: Speaking and translation into German. Topic Revision.	Reading & Writing assessment on terms 1,2,3 and 4 content
Term 5 and 6	Town: <ul style="list-style-type: none"> Talking about what there is in town. Going shopping to buy souvenirs and snacks. Talking about summer holiday plans using the future tense. Assessment: End of Year Exam (Listening, Reading and Writing).	Summer Exam (Listening, Reading & Writing on the content of year 8)
		Speaking Project

Year 9 German

	Curriculum Foci Areas	Assessment
Term 1	Holidays: <ul style="list-style-type: none"> Comparing places as they are now and how they used to be. Talking about what you did on holiday, how you travelled, where you stayed and what the weather was like. Assessment: Listening and reading comprehension.	Reading & Writing assessment on terms 1 content
Term 2	Media: <ul style="list-style-type: none"> Talking about film preferences and programmes you watch on the TV. Discussing your reading preferences. Talking about screen time. Assessment: Formal writing and reading.	Listening & Writing assessment on terms 1 and 2 content
Term 3	Screen Time (continuation from media): Healthy Living: <ul style="list-style-type: none"> Talking about typical German breakfasts and traditional German food. Talking about healthy lifestyles. Assessment: Speaking and translation from English into German and from German into English.	Listening & Reading assessment on terms 1,2 and 3 content
Term 4 and 5	Health continued... Outings & class trips: <ul style="list-style-type: none"> Understanding rules in a youth hostel. Discussing daily routine. Understanding and giving directions. Describing a festival. 	Reading & Writing assessment on terms 1,2,3 and 4 content
Term 6	Begin the GCSE course. <ul style="list-style-type: none"> Me, my family and friends and personal relationships. Assessment: End of Year Exam (Listening, Reading and Writing).	Summer Exam (Listening, Reading & Writing on content of year 9)

Year 8 Spanish

	Curriculum Foci Areas	Assessment
Term 1	Talking About Yourself <ul style="list-style-type: none"> Introducing yourself in Spanish- saying your name, nationality, languages you speak Describe where you live - type of house, location Giving your age and birthday 	Speaking assessment: questions and answers in Spanish on term 1 content
Term 2	My Family & Pets <ul style="list-style-type: none"> Introduce your siblings (using verbs in the 3rd person) Say who else is in your family and if you have pets Describe your pets (name, colour, age) Describe your appearance and your family members' Describing your personality and your family members' 	Listening & Writing assessment on terms 1 and 2 content
Term 3	Free Time <ul style="list-style-type: none"> Saying what you like/dislike to do in your free time Say what you and others do on different days (using the present tense in all persons of the verbs) 	Listening & Reading assessment on terms 1,2 and 3 content
Term 4	Weather & Sports <ul style="list-style-type: none"> Describe the weather Say what sports you and others <i>do</i> and <i>play</i>. Say which school subjects you study on different days Give opinions on school subjects 	Reading & Writing assessment on terms 1,2,3 and 4 content
Term 5	My School & Summer Exam <ul style="list-style-type: none"> Describe your school and its facilities Summer exam Describe your daily routine Tell the time in Spanish 	Summer Exam (Listening, Reading & Writing on content of year 8)
Term 6	My Town <ul style="list-style-type: none"> Describe the rooms in your house Say what there is in your town Say what you can do in your town Say what you are going to do in your town 	Speaking Project

Year 9 Spanish

	Curriculum Foci Areas	Assessment
Term 1	Holidays <ul style="list-style-type: none"> Say where you went on holiday, with whom, and how you got there using the past tense Talk about what you did on holiday in the past tense, including what you did on different days Use the present tense to talk about your usual holidays and to contrast that with a past holiday Research Spanish festivals and describe a past/imagined visit 	Reading and Writing assessment term on term 1 content
Term 2	Technology & Media <ul style="list-style-type: none"> Talk about how you use different electronic devices and what you can do with them Compare different devices using comparative structures Give opinions on different types of music, TV and films and what they make you feel/do 	Reading & Writing assessment
Term 3	Food <ul style="list-style-type: none"> Describe the food you like and dislike Describe what you eat at different mealtimes Describe what food/typical dishes are usually eaten in Spain/Spanish-speaking countries, using the passive voice Say what you ate and drank yesterday 	Listening & Reading assessment
Term 4	Healthy Living <ul style="list-style-type: none"> Say what you do to lead a healthy lifestyle including diet, sport/exercise, and sleep. Say what you will do in the future to maintain a healthy lifestyle. Give advice about what one 'must' do to live healthily. 	Listening & Writing assessment
Term 5	Going Out <ul style="list-style-type: none"> Invite someone to meet up Arrange where and when to meet up React to invitations to meet up Use place prepositions to arrange specific locations to meet Clothes <ul style="list-style-type: none"> Describe what clothes you wear, like to wear, are going to wear and wore 	Summer Exam (Listening, Reading & Writing)
Term 6	Year 9 Summer Exam & My Region <ul style="list-style-type: none"> Describe your region using <i>es</i> and <i>esta</i> Say what there is in your region and what <i>you can</i> do there Say what the region used to be like, what was there, and what you used to do using the imperfect past tense Give directions to places in town 	Speaking Project

Year 10 French

Exam Board: AQA (9-1)

Specification: 8652 new specification for first teaching in 2024.

[AQA | Languages | GCSE | French](#)

Year 10 German

Exam Board: AQA (9-1)

Specification: 8662 new specification for first teaching in 2024.

[AQA | Languages | GCSE | German](#)

Year 10 Spanish

Exam Board: AQA (9-1)

Specification: 8692 new specification for first teaching in 2024.

[AQA | Languages | GCSE | Spanish](#)

	Curriculum Foci Areas	Assessment
Term 1	Identity and relationships with others <ul style="list-style-type: none">• Introducing yourself• Personality descriptions• Family relationships• Different types of families• Friends and Friendship• Future plans for partners	Extended Writing on topic covered and exam style reading tasks
Term 2	Healthy living and lifestyle <ul style="list-style-type: none">• Food preferences• Health problems and addictions• Lifestyle choices and habits• Recent activities	Extended Writing on topic covered and exam style listening tasks
Term 3	Education and work <ul style="list-style-type: none">• School and School rules• Studies post-16• Describing jobs• Jobs in the creative industries• Work experience	Extended Writing on topic covered and exam style reading tasks
Term 4	Free time activities <ul style="list-style-type: none">• Hobbies and sports• TV, cinema and music• Leisure activities in the past• Plans for leisure activities• Leisure activities around the world	Extended Writing on topic covered and exam style listening tasks
Term 5	Customs, festivals and celebrations <ul style="list-style-type: none">• Birthdays and special days• Customs and celebrations• Describing popular festivals in the past	End of Year 10 Exam :1 full GCSE paper at foundation level

Aspiration

Compassion

Independence

Respect

	<ul style="list-style-type: none"> Describing recent and future festival plans 	<p>for Listening and Reading</p> <p>Writing = 2 x 90 words tasks that appear on both higher/foundation writing papers</p>
Term 6	<p>Celebrity culture</p> <ul style="list-style-type: none"> Becoming famous Abilities and achievements Pros and Cons of being famous Famous French/German/Spanish-speaking celebrities 	<p>Speaking Exam</p> <p>1 x photo card</p> <p>5-7 minutes</p> <p>general conversation</p>

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1 Listening (35 mins Foundation/45 mins Higher)	25%	Entire specification	May/June
Paper 2 Speaking (9 mins Foundation/12 mins Higher)	25%	Entire specification	May/June
Paper 3 Reading (45 mins Foundation/60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (70 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Year 11 French

Exam Board: AQA (9-1)

Specification: 8658 This is an outgoing specification with last exams in 2025

[AQA | Languages | GCSE | French](#)

	Curriculum Foci Areas	Assessment
Term 1	<i>Travel and tourism</i> <ul style="list-style-type: none">• Places of interest and where people live• Holidays - destinations, means of transport, weather, holiday activities• Francophone islands and where people used to live• Tourist visits - and what you visited on holiday• Past holidays• Gap year abroad	Baseline assessment: translations into and from TL
Term 2	<i>Media, technology</i> <ul style="list-style-type: none">• Different types of media (radio, papers, TV, social media)• Life before and after the Internet• Mobile phones• Influences of the digital world• Technology use in past, present and future• Dangers of being online	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
Term 3	<i>The environment and where people live</i> <ul style="list-style-type: none">• Eco friendly habits• saving the planet• describing environments• recent activities• Describing town• Ideal town	End of Topic Extended Written Test
Term 4	Revision and preparation for the GCSE exam	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
Terms 5 and 6	Revision and Exams	

Final Assessment Structure:

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Paper 3 Reading (45 mins Foundation/60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (70 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Year 11 German

Exam Board: AQA (9-1)

Specification: 8662 new specification for first teaching in 2024.

Aspiration

Compassion

Independence

Respect

	Curriculum Foci Areas	Assessment
Term 1	Communication and the World around us. Travel and Tourism. <ul style="list-style-type: none"> Giving opinions about holidays. Talking about past holidays including transport and accommodation. Giving details about places of interest. Describing holidays in detail. 	Translation into German and German into English Testing content from Year 10 and tenses
Term 2	Communication and the World around us. Media and Technology. <ul style="list-style-type: none"> Talking about social media. Discussing different forms of media. Talking about television and screen habits. Discussing the future of technology. 	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils.
Term 3	Communication and the World around us. The Environment and where people live. <ul style="list-style-type: none"> Discussing environmental problems. Talking about saving the planet. Talking about different areas where people live. Discussing places to live including advantages and disadvantages. 	End of Topic Extended Written Test
Term 4	Catch up topic work and revision of all three themes. <ul style="list-style-type: none"> Identity and Relationships with others. Popular Culture. Communication and the world around us. 	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
Term 5	Revision and Exams	

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
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Paper 3 Reading (45 mins Foundation / 60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (70 minutes Foundation / 75 minutes Higher)	25%	Entire specification	May/June

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/german/gcse/german-8662/specification>

Year 11 Spanish

Exam Board: AQA

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

	Curriculum Foci Areas	Assessment
Term 1	<i>Travel and tourism</i> <ul style="list-style-type: none">• Places of interest and where people live• Holidays - destinations, means of transport, weather, holiday activities• Francophone islands and where people used to live• Tourist visits - and what you visited on holiday• Past holidays• Gap year abroad	Translations into and from TL. Testing Y10 content and grammar.
Term 2	<i>Media, technology</i> <ul style="list-style-type: none">• Different types of media (radio, papers, TV, social media)• Life before and after the Internet• Mobile phones• Influences of the digital world• Technology use in past, present and future• Dangers of being online	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
Term 3	<i>The environment and where people live</i> <ul style="list-style-type: none">• Eco friendly habits• saving the planet• describing environments• recent activities• Describing town• Ideal town	End of Topic Extended Written Test
Term 4	<ul style="list-style-type: none">• Revision and preparation for the GCSE exam	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
Term 5 and 6	Revision and Exams	

Final Assessment Structure:

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Paper 4 Writing (70 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments. Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Year 10 Italian

Aspiration

Compassion

Independence

Respect

Exam Board: AQA

Specification: 8633

<https://www.aqa.org.uk/subjects/languages/gcse/italian-8633>

	Curriculum Foci Areas	Assessment
Term 1	Talking about yourself, family and hobbies <ul style="list-style-type: none">• Saying who you get on with• Making comparisons• Talking about your hobbies	Extended Writing on topic covered and exam style reading tasks
Term 2	Daily routine and TV/Media <ul style="list-style-type: none">• Daily routine• TV programmes, film and music• Extending opinions	Extended Writing on topic covered and exam style listening tasks
Term 3	Where you live <ul style="list-style-type: none">• Saying where you live• Describing your town• Saying what young people can do in your town• Describing your house and bedroom	Extended Writing on topic covered and exam style reading tasks
Term 4	Healthy and unhealthy living <ul style="list-style-type: none">• Activities that are good and bad for your health• Comparing your lifestyle today with the past• Eating a healthy diet	Extended Writing on topic covered and exam style listening tasks
Term 5	Travel and Tourism <ul style="list-style-type: none">• Talking about your holidays• Describing holiday accommodation and possible problems	End of Year 10 Exam :1 full GCSE paper at foundation level for Listening and Reading Writing = 2 x 90 words tasks that appear on both higher/foundation writing papers
Term 6	School and Education <ul style="list-style-type: none">• Describing your school• Describing your timetable• Saying what subjects you like and are good at• Understanding the Italian school system	Speaking Exam 1 x photo card 5-7 minutes general conversation

Year 11 Italian

Aspiration

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	Curriculum Foci Areas	Assessment
Term 1	Education post 16 & Jobs and Professions Technology and Social Media <ul style="list-style-type: none"> • Saying if you want to go to university • Describing different types of jobs • Giving the advantages and disadvantages of different jobs • Saying what you use technology for • Saying how you use social media giving advantages and disadvantages 	Translation into Italian and Italian into English Testing content from Year 10 and tenses
Term 2	The Environment <ul style="list-style-type: none"> • Saying what you need to do to help the environment • Explaining the causes of pollution and environmental damage • Describing your town from an environmental point of view Formal Assessment: Mock GCSE Exams- reading, listening & writing	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
Term 3	Relationships with Family & Friends <ul style="list-style-type: none"> • Saying what the rules are at home • Saying what you are allowed and not allowed to do • Future plans for marriage and children • Looking at how the Italian family is changing 	End of Topic Extended Written Test
Term 4	Social Issues Customs & Festivals <ul style="list-style-type: none"> • Homelessness and unemployment • Charity work and help in the community • Key Customs and Festivals in Italy 	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
Term 5 & 6	Revision and Exams	

Final Assessment Structure:

Aspiration

Compassion

Independence

Respect

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

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/languages/gcse/italian-863>

Revision and Support at GCSE:

- Encourage your son to engage with his language learning regularly - little and often is ideal - ask him to talk you through his lesson notes
- Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from the Foreign Language to English and then cover the Foreign Language to see what has been retained (English to Foreign Language) - **test them!**
- Ensure your son has the correct equipment - in particular exercise book containing all necessary sentence builders for each topic, glue and purple pen
- Encourage your son to watch any foreign language programmes with subtitles such as age range appropriate cartoons or series available on YouTube, Netflix and Amazon Prime
- Encourage your son to listen to Foreign Language music on spotify or YouTube ideally with lyrics

KS3 Useful resources:

- <https://www.languagesonline.org.uk>
- <http://www.bbc.co.uk/schools/gcsebitesize>

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- <https://www.languagesonline.org.uk>
- <http://www.bbc.co.uk/schools/gcsebitesize>
- Youtube channel: [Easy German](#) [Easy Spanish](#) [Easy French](#) [Easy Italian](#)

Careers education

Aspiration

Compassion

Independence

Respect

The MFL curriculum integrates careers education by fostering language skills which apply to the world of work, emphasising real-life contexts and vocational relevance. Pupils engage with skills such as translation, presentations and conversational work and lessons often involve tasks which simulate real-life scenarios. Students have opportunities to write, read, listen and speak about these and this approach prepares learners linguistically and culturally, equipping them for careers involving international communication and cultural exchange. Exposure to authentic materials, such as job adverts or interviews with professionals further enhances their understanding.

Year	Careers Education in MFL
7	Introduction of basic conversational language. Formal and informal forms of language with a view to understanding and respecting other cultures which is crucial in global places of work . Learning how to express ideas and opinions. Cultural trip to Normandy.
8	Building the skill of decoding unfamiliar language and deciphering grammar patterns. Building resilience, taking risks and learning from mistakes which are valued traits in the world of work.
9	Development of verbal confidence and learning how to listen for detail in order to decipher the information required to respond in any given situation.
10	GCSE: Theme 1, topic 3 - Education and Work. Exploration of vocabulary and grammar relevant to the topic of careers. Gaining a deeper understanding of cultural differences with a view to further building resilience and learning from mistakes.
11	Role play and conversational tasks designed to boost pupils' confidence with speaking languages and to help build communication and interpersonal skills. Develop verbal confidence, active listening and the ability to respond under pressure which encourages adaptability

Careers links:

British Council - Where will languages take me?

This resource offers a series of short videos featuring professionals from various fields discussing how language skills have influenced their careers. It's designed to inspire students by showcasing real-world applications of language.

https://www.britishcouncil.org/school-resources/languages/where-will-languages-take-me?utm_source=chatgpt.com

BBC Bitesize - Jobs, Career Choices and Ambitions.

BBC Bitesize provides tailored content for GCSE French, German and Spanish, focusing on vocabulary and phrases related to jobs, work experience, and career ambitions.

https://www.bbc.co.uk/bitesize/topics/z66q382?utm_source=chatgpt.com

Pearson - Your Future Career.

https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/skills-for-future-success/your-future-career.html?utm_source=chatgpt.com