

Modern Foreign Languages

Curriculum Area: Modern Foreign Languages

Tous furent remplis d'Esprit Saint: ils se mirent à parler en d'autres langues, et chacun s'exprimait selon le don de l'Esprit.
Actes 2:4

All of them were filled with the Holy Spirit and began to speak in different languages, as the Spirit gave them ability.
Acts 2:4

Curriculum Intent

Through studying a modern foreign language, students should develop their ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. As important as grammar and vocabulary can be, together they only form the tip of the iceberg in MFL. The way a foreign language sounds, the way it enables others to describe the world around them, the way it reflects or even shapes one's culture, all of it helps us understand that other way of life. Ultimately, our department will ready students for a successful outcome at GCSE, but hopefully it will also prepare them for an even greater beyond. Students will achieve different levels of fluency. We cannot ignore that just as it takes time to learn to play the piano, so does it to learn a foreign language. Much practice, repetition and dedication will be needed for those willing to take advantage of the full benefits. Studying Modern Foreign Languages will enhance students' problem solving capability, it will widen their horizons as well as increase their marketability in the world of work.



Curriculum Overview: French

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Unit 1	Personal Information 1 Knowledge 1 Listening 1 Reading	Lifestyle HofE (opinion + justification + contrast) 1 Knowledge 1 Writing (60 words)	Technology 1 Knowledge 1 Listening 1 Reading	Local Area	World of Work 23-24 Local Area- environment/ social issues Holidays) 22-23	Thème 1 Les changements dans la société française Unité 1- Les changements dans les structures familiales Mixed skills (listening, reading and writing), Speaking. Plus Writing paper on literature and films – No et moi (novel) and Les Choristes (film)	Thème 3 L'immigration et la société multiculturelle française Unité 7 L'impact positif de l'immigration en France Mixed skills (listening, reading and writing), Speaking. Plus IRP (independent research project for Paper 3 Speaking exam)
Unit 2	Personality, family, school subjects and friends. 2 Knowledge 1 Speaking Opinions	Holidays HofE 2 time frames 2 Knowledge 1 Reading 1 Listening	Healthy living Complex language (90 words + Describing pictures) HofE 2 Knowledge 1 Writing	Social Issues	Free time and Technology 23-24 Education 22-23	Unité 2 - L'éducation Mixed skills (listening, reading and writing), Speaking. Plus Writing paper on literature and films – No et moi (novel) and Les Choristes (film)	Unité 8 Les défis de l'immigration et de l'intégration en France Mixed skills (listening, reading and writing), Speaking. Unité 9 L'extrême droite Mixed skills (listening, reading and writing), Speaking.
Unit 3	Home and animals Justification 3 Knowledge 2 Listening 2 Reading	Sport and Leisure Describing pictures HofE 3 Knowledge 1 Speaking	Parties and Festivals Hof E (opinion + justification + contrast + tenses + complex) 3 Knowledge 2 Writing	Global Issues	Relationships and Festivals 23-24 World of Work 22-23	Unité 3 - Le monde du travail Mixed skills (listening, reading and writing) Speaking.	Thème 4 L'Occupation et la Résistance Unité 10 La France occupée Mixed skills (listening, reading and writing), Speaking. Unité 11 Le régime de Vichy Mixed skills (listening, reading and writing), Speaking.
Unit 4	Food and drinks Contrast 4 Knowledge EOY – 1 Writing	Daily Life and routine at home and in the French-Speaking world HofE (opinion + justification + contrast + tenses)	Around the World HofE 4 Knowledge 1 Speaking 2 Listening	Travel and Tourism	Exam format : All topics	Thème 2 – La culture politique et artistique dans les pays francophones. Unité 4 - La musique Mixed skills (listening, reading and writing) Speaking.	Thème 4 L'Occupation et la Résistance Unité 12 La Résistance Mixed skills (listening, reading and writing), Speaking. Plus IRP finalisation and speaking examination



		4 Knowledge 2 Writing	2 Reading				preparation (independent research project for Paper 3 Speaking exam)
Unit 5	Local area HofE (opinion + justification + contrast) 5 Knowledge	Entertainment HofE 3 time frames 5 Knowledge	Issues for Teenagers 5 Knowledge	Education		Unité 5 - Les médias Mixed skills (listening, reading and writing) Speaking.	Revisiting of Themes 1 & 2
						Unité 6 Les festivals et les traditions Mixed skills (listening, reading and writing), Speaking.	

Curriculum Overview: Polish

This option is designed for bilingual (Polish-English) students for whom English language has become the dominant language. As students have acquired English to the level where they can converse fluently, read and write, they no longer use their first language (Polish), they do not read books and consequently limit their skills in their first language.

Polish GCSE option offers bilingual students the opportunity to:

- improve their reading and writing skills in the first language
- expand on their vocabulary
- improve their speaking skills and pronunciation
- give them a broader understanding of communities and culture where Polish is spoken
- enables students to take their place within a global multilingual society

	Year 9	Year 10	Year 11
HTI	Theme: Identity and culture.	Theme: Identity and culture. Topic: Me, my family and friends;	Theme: Local, national, international and global areas of interest.



	<p>Topics: Family' occasions; Customs and festivals: Harvest festival</p> <p>Grammar:</p> <ul style="list-style-type: none"> Polish alphabet, <i>Spółgłoska</i> – consonant, <i>samogłoska</i> – vowel. Parts of speech: nouns, gender of nouns: masculine, feminine, neutral (ten, ta, to), singular and plural. 	<p>Relationships with family and friends.</p> <p>Grammar:</p> <ul style="list-style-type: none"> <i>mieć</i> and <i>być</i> in present tense The instrumental case to express profession, nationality Nominative case in the structure: <i>mój brat to inżynier</i> Comparatives <i>bardziej niż/mniej niż</i> Direct object pronouns (<i>mnie, tobie, jego, jej, nas, was, ich</i>) 	<p>Topics: Global issues; the environment.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Verbs expressing commands, commitments, promises wills (<i>musieć, móc, chcieć, powinien</i>) Impersonal forms of verbs eg <i>zrobiono, sprzątnięto</i> <i>Jeśli</i> sentences revised for outlining consequences of action.
HT2	<p>Theme: Identity and culture.</p> <p>Topics: Halloween, All Saints Day; History lesson: Independence day.</p> <p>Grammar:</p> <ul style="list-style-type: none"> parts of speech: adjectives: appearance, colour, size and shape, personality. Comparative and superlative forms of adjectives, irregular adjectives (<i>duży, większy i największy</i>) 	<p>Theme: Local, national, international and global areas of interest.</p> <p>Topics: Social issues; Healthy and unhealthy living.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Quantity adverbs used with food items <i>trochę, mało, dużo</i> Introduction of conditional forms – affirmative forms – affirmative and negative <i>Jest lepiej/byłoby lepiej</i> Negative <i>nigdy</i> 	<p>Theme: Current and future study and employment.</p> <p>Topics: Jobs, career choices and ambitions.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Enhanced statements of possibility including: <i>pozwolić, ułatwić, pomóc</i> Active and passive voice of verbs Adjectives – irregular forms of comparison Compound comparison of adjectives by adding <i>bardziej/mniej</i>
HT3	<p>Theme: Identity and culture.</p> <p>Topics: History lesson - Martial Law; Christmas.</p> <p>Grammar:</p> <ul style="list-style-type: none"> cases (Nominative, Genitive, Dative, Accusative, Instrumental, Locative, Vocative) 	<p>Theme: Identity and culture</p> <p>Topics: Free-time activities: music, cinema and TV, food and eating out, sport.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Consolidation of present tense including verbs <i>móc, pomóc, wejść, wyjść, wziąć, zebrać, znaleźć</i> Formation of perfective aspect of verbs (<i>lubić – po+lubić</i>) Future tense introduced for eg weekend plans 	<p>Theme: Identity and culture</p> <p>Topics: Technology in everyday life: social media, mobile technology.</p> <p>Grammar:</p> <ul style="list-style-type: none"> revision of tenses to recount how social media have been used; or life before technology degree of comparison of adverbs <i>dzięki temu/bez tego/z/ za pomocą</i>



		<ul style="list-style-type: none"> Adverbs such as <i>zwykle/normalnie</i> 	<ul style="list-style-type: none"> enhanced statements of possibility including: <i>umożliwić/ pozwolić/ ułatwić/udoskonalic</i>
			Mock exam/assessments
HT4	<p>Theme: Current and future study. Topics: Life at school; Hobbies; Interests Grammar:</p> <ul style="list-style-type: none"> parts of speech: verbs. Present, future and past of the verb "to be"/"być". 	<p>Theme: Local, national, international and global areas of interest. Topics: Home, town, neighbourhood and region. Grammar:</p> <ul style="list-style-type: none"> <i>Być znajdować się</i> in present, past, future <i>Interesować się</i> Use the locative case to indicate place with prepositions <i>w/przy/na</i> Use of the genitive case with prepositions <i>od/do/z/ze</i> and adverbs <i>naprzeciw/obok/blisko/niedaleko/wokół</i> Expressions of quantity (<i>dużo/moło/tyle/wiele/kilka</i>) + genitive plural. 	<p>Theme: Local, national, international and global areas of interest: social issues, charity/voluntary work. Grammar:</p> <ul style="list-style-type: none"> <i>Chcieć</i> +infinitive Formation of adverbs from adjectives Cardinal and ordinal numbers <i>Możliwe (jest) ze</i> + future tense.
HT5	<p>Theme: Local, national, international and global areas of interests. Topics: Tradition: Easter; To learn to recognise and name different values: compassion, responsibility, solidarity, etc Grammar:</p> <ul style="list-style-type: none"> personal pronouns, the use of pronounce: <i>czyj, który, jaki</i>. Cardinal and ordinal numbers (<i>dwaj, trzej, cztery</i>). 	<p>Theme: Current and future study and employment. Topics: life at school/college Grammar:</p> <ul style="list-style-type: none"> <i>Chcieć/móc/musieć/trzeba</i> in the context of the school rules <i>Jeśli</i> clauses with conditional (<i>nauczyłbym się, jeśli miałbym czas</i>) Personal pronouns Quantity words <i>wiele/zbyt dużo/dość/moło/za mało</i>+genitive (including plurals) 	<p>Theme: Identity and culture. Topics: me, my family and friends, marriage/partnership. Grammar:</p> <ul style="list-style-type: none"> revisiting adjectives to describe ideal partner and enhance descriptions. Use of pronouns <i>ten, jaki, który, czyj</i>, in appropriate case, gender and number Revision of future tense to outline future plans Direct and indirect object pronouns
HT6	<p>Theme: Local, national, international and global areas of interests. Topics: Travel and tourism, environment.</p>	<p>Theme: Identity and culture. Topics: Customs and festivals in Polish speaking countries/communities</p>	Assessments



	<p>Grammar:</p> <ul style="list-style-type: none"> practising translation skills, practising opposites (<i>mały-duży, biały-czarny, otwarte-zamknięte</i>). Parts of speech: adverb 	<p>Grammar:</p> <ul style="list-style-type: none"> Verbs in perfective and imperfective aspects Possessive pronouns Superlative degree of adjectives Numerals: cardinal and ordinal numbers Describing a past event/festival; actions and opinions <p>Year-end assessments Transition to year 2</p>	
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Curriculum Overview: German

	Year 7	Year 8
HT1	Greetings, Personal information	Food and drink Revision of personal information and favourite things from y7
HT2	Family, friends, hair/eyes, parts of body and colours	Holidays
HT3	Animals, hobbies	Weather and imperfect tense, Daily routine (housework) chores, town buildings, directions
HT4	Opinions on free time, music	Where you live/ have lived/will live.
HT5	School subjects, time	Bedroom and future house Daily routine,



Cardinal Newman

CATHOLIC SCHOOL

HT6	Detailed opinions on subjects using habits of expression, weil, school buildings and clubs	Making plans and excuses. Healthy living
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Subject Specific Information

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