

## Modern Foreign Languages

### Curriculum core purpose. Intent

At Old Buckenham High School, our French curriculum provides students with a rigorous and diverse education that focuses on communication, grammar manipulation and knowledge of and respect for other cultures. Through our carefully planned and sequenced lessons, students gain opportunities to develop phonics, vocabulary and grammar. It allows progression from novice learner to expert scholar, regardless of starting points. Our commitment to diversity, inclusion, and adaptability ensures that all students see themselves within the French curriculum and have the opportunity to explore their own languages and cultures, as well as comparing and contrasting them with their chosen language and with people around the globe. By providing a knowledge rich education with character, we empower our students to become informed and compassionate global citizens who can contribute positively to society. Our KS3 Curriculum covers the National Curriculum for MFL in full and prepares students for the rigours of French at KS4.

### Community

Our Modern Foreign Languages curriculum plays a vital role in strengthening our school and wider community. By exploring language through cultural experiences, celebrations, and traditions from a range of French-speaking communities, students gain a better understanding of life beyond their local context. We seek to build a strong sense of belonging and shared values by drawing comparisons between students' own cultural experiences and those of others.

Collaboration is at the heart of our MFL classrooms: pair work, group discussions and class-wide debates promote teamwork and empathy, fostering positive relationships. We also look for opportunities to engage with the local and global community through enrichment activities such as language-themed events, and in the future to have pen-pal exchanges, and links with schools abroad.

### Ambition

Our MFL curriculum is ambitious for all learners, regardless of their starting points. We believe that every student has the capacity to succeed in learning another language and develop into a confident communicator. Our curriculum is designed to stretch and challenge learners to master complex grammar, acquire a broad and nuanced vocabulary, and speak with increasing fluency and spontaneity.

We promote academic ambition by exposing students to authentic texts, encouraging extended writing and developing translation skills. Through high-quality teaching and high expectations, we empower our students to aim for excellence in their language learning and to see bilingualism as a valuable skill in their personal, academic and future professional lives.

## Respect

Respect is naturally woven into the MFL curriculum as students explore diverse cultures, customs, and worldviews. We emphasise the importance of understanding and valuing different perspectives and ways of life. Students learn to approach unfamiliar traditions with curiosity and open-mindedness, which in turn fosters respectful attitudes both within and beyond the classroom.

Through the study of language and culture, we develop students' awareness of global citizenship and the importance of treating others with dignity and consideration, regardless of nationality, background, or beliefs.

### Content-Knowledge and Skills.

The curriculum is sequenced to build knowledge and skills cumulatively across Key Stage 3 and Key Stage 4. Students will:

- Develop and apply knowledge of phonics, vocabulary, and grammar with increasing confidence and accuracy.
- Use high-frequency language to communicate clearly, expressing personal opinions, describing events and narrating experiences.
- Build literacy skills through reading and writing tasks that involve translation and extended composition.
- Strengthen listening and oracy through engaging, purposeful speaking and listening opportunities, including pair and group work, role plays, presentations, and responding to authentic audio materials.
- Learn about the customs, lifestyles, geography, and histories of French-speaking countries, promoting intercultural awareness.

### Subject specific pedagogy

Effective language teaching at Old Buckenham High School combines direct instruction with active, student-centred learning. We utilise modelling, scaffolding, retrieval practice, and frequent assessment for learning to support knowledge retention and skill progression. Interleaving and spaced practice are embedded across units to consolidate prior learning.

Teachers make use of target language in the classroom to enhance immersion and support students' listening and comprehension. Visuals, gestures, and repetition are employed to ensure clarity and aid retention. Opportunities for peer and self-assessment help students become reflective learners, able to evaluate and improve their own work.

French Curriculum Content 2025-26

<b>FRENCH</b> Curriculum Content	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7 (½ the year French and ½ the year Spanish)</b>	<p><b>Topic:</b> People and lifestyle (Identity and relationships with others) <b>Key concepts:</b> Family, friends and introducing themselves.</p> <p><i>Nouns, verbs and subject pronouns</i> <i>Regular present tense verbs</i> <i>Negatives</i></p>	<p><b>Topic:</b> People and lifestyle (Identity and relationships with others) <b>Key concepts:</b> Physical and character descriptions.</p> <p><i>Verbs and subject pronouns</i> <i>Regular present tense verbs</i> <i>'To be' and 'to have' – important verbs</i> <i>Adjective agreement</i></p>	<b>SPANISH</b>	<b>SPANISH</b>	<p><b>Topic:</b> People and lifestyle (Identity and relationships with others) <b>Key concepts:</b> Sport, music, TV, books and film. Preferences and opinions Advantages and disadvantages</p> <p><i>Present tense</i> <i>Verbs and infinitives, 3<sup>rd</sup> person singular and plural</i></p>	<b>SPANISH</b>
<b>Year 8</b>	<p><b>Topic:</b> Communication and the world around us <b>Key concepts:</b> Describing where you live, places in town, opinions.</p> <p><i>Direct and indirect articles</i> <i>Prepositions</i> <i>Present tense - regular verbs</i> <i>Past tense</i></p>	<p><b>Topic:</b> People and lifestyle (Education and Work) <b>Key concepts:</b> Subjects, homework, telling the time and timetables.</p> <p><i>Asking questions, giving opinions and reasons</i> <i>Present and future tense</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Directions, weather, opinions.</p> <p><i>Present tense – irregular verbs</i> <i>Past tense</i> <i>Future and conditional tenses</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Holiday countries and destinations.</p> <p><i>Present tense – regular and irregular verbs</i> <i>Past tense</i> <i>Near future tense</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Holiday activities Eating out Shopping.</p> <p><i>Near future tense</i></p>	<p><b>Topic:</b> Communication and the world around us (media and technology) <b>Key concepts:</b> Technology, social media Frequency adverbs, tech in the home and in society.</p> <p><i>Opinions</i> <i>Present tense</i> <i>Past tenses</i> <i>Future tenses</i></p>
<b>Year 9</b>	<p><b>Topic:</b> Communication and the world around us <b>Key concepts:</b> Giving opinions about where you live, places in town and directions.</p> <p><i>Using 'I want / you want' and 'I can' / 'one can'</i> <i>Use of the different forms of 'you'</i> <i>Present tense – regular and irregular verbs</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Holidays (and holiday plans), going out, reading menus activities, countries and future holiday plans.</p> <p><i>Opinions</i> <i>Past tense</i> <i>Future tense</i> <i>Conditional tense</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Eating at home/in restaurants and at school, Celebrations and festivals French culture and food.</p> <p><i>Present, past and near future tenses</i></p>	<p><b>Topic:</b> People and lifestyle (Identity and relationships with others) <b>Key concepts:</b> Physical and character descriptions Technology, social media.</p> <p><i>Frequency adverbs</i> <i>Present, past and near future tenses</i></p>	<p><b>Topic:</b> Lifestyle and Wellbeing <b>Key concepts:</b> Sports, body parts, eating healthily and making plans to get and stay fit.</p> <p><i>Present tense</i> <i>Past tenses</i> <i>Future tenses</i></p>	<p><b>Topic:</b> Communication and the world around us (travel and tourism) <b>Key concepts:</b> Holiday plans, activity holidays, going to a leisure park/fitness.</p> <p><i>Opinions and question words</i> <i>Using possessive pronouns</i> <i>Present, past, future and conditional tenses</i></p>

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<b>Year 10</b>	<p><b>Topic:</b> Media and Technology, My Personal World  <b>Key concepts:</b>  Festivals, online/active life, TV/films.  Likes and dislikes.  Pros and cons</p> <p><i>Present tense of regular and irregular verbs</i>  <i>Near future tenses</i>  <i>Perfect (past) tense</i></p>	<p><b>Topic:</b> Media and Technology, My Personal World  <b>Key concepts:</b>  Making plans to go out, what you did last weekend.</p> <p><i>Present tense of regular and irregular verbs</i>  <i>Near future tenses</i>  <i>Perfect (past) tense</i></p>	<p><b>Topic:</b> My Personal World  <b>Key concepts:</b>  Talking about identity, weekend routine, friendships, describing people, role models, celebrations.</p> <p><i>Emphatic pronouns</i>  <i>Reflexive verbs</i>  <i>Extending sentences</i>  <i>Position of adjectives</i>  <i>Direct object Pronouns</i>  <i>Adverbs</i></p>	<p><b>Topic:</b> Studying and my Future  <b>Key concepts:</b>  School life (Subjects, homework, rules, progress at school).</p> <p><i>Comparative adjectives</i>  <i>Opinions with reasons</i>  <i>Using 'you must'</i>  <i>Agreeing and disagreeing</i>  <i>Past (imperfect) tense</i>  <i>Negatives in different time frames</i></p>	<p><b>Topic:</b> Lifestyle and Wellbeing  <b>Key concepts:</b>  Food –opinions, meals good mental health, illnesses and accidents.  Improving your life, lifestyle changes.</p> <p><i>Imperative</i>  <i>Partitive articles</i>  <i>Modal verbs</i>  <i>Present, perfect, imperfect and future tenses</i></p>	<p><b>Topic:</b> Travel and Tourism  <b>Key concepts:</b>  Holidays and accommodation, dream holiday, activities, festivals, staycation activities.</p> <p><i>Present, perfect, imperfect, conditional and future tenses</i>  <i>Giving reasons for preferences</i>  <i>Negatives in all tenses</i></p>
<b>Year 11</b>	<p><b>Topic:</b> My Neighbourhood  <b>Key concepts:</b>  Geography, climate and environment Protecting the environment, school environmental projects. Environmental problems.</p> <p><i>Numbers and percentages</i>  <i>Comparative adjectives</i>  <i>Present, perfect, imperfect and future tenses</i></p>	<p><b>Topic:</b> My Personal World, My Neighbourhood  <b>Key concepts:</b>  Where you live (renting and buying), describing town or village, directions, shopping, ideal home, visiting another town.</p> <p><i>Identifying tenses</i>  <i>Demonstrative and indefinite adjectives</i>  <i>Negatives</i>  <i>Possession</i></p>	<p><b>Topic:</b> Studying and my Future  <b>Key concepts:</b>  Summer and future plans/career paths/jobs, travelling and earning money.</p> <p><i>Opinions</i>  <i>Sequencers</i>  <i>Perfect tense with 'être'</i>  <i>Present, imperfect and future tenses</i></p>	<p><b>Topic:</b> Revising all topics  <b>Key concepts:</b>  Vocabulary, Tenses, Grammar, Phonics</p>	<p><b>Topic:</b> Revising all topics  <b>Key concepts:</b>  Vocabulary, Tenses, Grammar, Phonics</p>	<p><b>Topic:</b> Revising all topics  <b>Key concepts:</b>  Vocabulary, Tenses, Grammar, Phonics</p>