



Meridian
Trust

Curriculum Overview

Languages



Curriculum Overview

Key Stage 3

Curriculum Aims

The study of MFL is an essential component in preparing young people for life in the 21st century. It develops a range of transferrable skills that will enable students to become successful in any chosen field. Furthermore, the study of Modern Foreign Languages, gives students the opportunity to broaden their perspectives; it fosters cultural understanding, therefore promoting global citizenship.

More specifically, in MFL, our students:

- Develop the ability to communicate with people of different cultures and languages;
- Develop an appreciation of different cultures and an understanding of diversity and equality;
- Develop transferrable skills in listening, reading, interpreting and writing. This will help them be successful in any field they choose in the future;
- Develop the use of their own language, by comparing and contrasting English to the Target Language;
- Exposed to authentic literature and film.



Key Curriculum Content

Students arrive in year 7 with a variety of previous experiences of language learning. Therefore we aim to provide students with a curriculum that not only supports the transition between KS2 and KS3, but also provides high challenge for those who have previously learned a language in KS2. Students make rapid progress in Years 7 and 8, which prepares the majority of students to take up GCSE languages in year 9.

Year 7

- Focus on phonics to allow students to recognise the sounds of the target language as well as to provide a firm foundation for pronunciation
- Introduce a variety of classroom language in the Target Language
- Develop listening, reading, speaking and writing skills in a variety of contexts important to them, such as introducing themselves and their family, school life and free time
- Students learn a variety of challenging basic structures in order to express themselves. These include key phrases, a variety of connectives, qualifiers, time and opinions phrases



"THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFELONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER."

- Develop an awareness of different cultures & lifestyles
- Introduce students to a range of revision/learning techniques
- Discuss and explore why languages are useful

Year 8

- Start to recognise and use some classroom language
- Continue to develop receptive and productive language skills through a broad range of topics, including food, free time and going out, reapplying as well as broadening the use of key phrases and structures in different situation
- Develop fluency and confidence in using the language for transactional conversation such as making invitations, giving excuses, ordering at restaurants and giving opinions on topics of interest to them
- Introduce tenses – the building blocks for fluency & GCSE
- Discuss the point of languages in more depth and future careers and progression routes – especially in the lead up to options
- Embed skills and develop self-esteem & confidence as linguists to encourage MFL at KS4

Typical Curriculum Allocation:
4-5 lessons per fortnight



How are students taught and assessed?

Students are taught by specialist teachers from year 7. Typically, each unit of study will comprise of approximately 8 weeks of teaching. Each unit integrates the teaching of vocabulary and grammar in the Target Language.

Retrieval practice is an integral part of MFL learning. Therefore, throughout the course, students have vocabulary tests and quizzes, they prepare speaking presentations and complete writing tasks. To foster independence, some of these tasks are self or peer marked. Furthermore, students receive feedback from their teachers on a regular basis and they are expected to reflect on their learning and next steps in order to make rapid progress.

Associated homework is regularly set.

At the end of each unit, students complete a summative assessment in one receptive (listening or reading) and one productive language skill (speaking or writing).

Curriculum Overview

Key Stage 4

Curriculum Aims

The Meridian Trust curriculum aims for MFL are:

- To foster an open mind for a global community. Language students have an understanding of different cultures and can reflect on their own culture;
- To develop students' communication skills and their ability to relate to people of all different backgrounds and around the world;
- We intend to make languages accessible and engaging so that more students opt to study languages beyond the compulsory years.



To develop students' confidence in a range of transferable skills such as communicating, listening, interpreting and understanding in order to provide them with skills that will help them be successful in any professional field. The study of MFL is an essential component in preparing young people for life in the 21st century. The course is a 5 year programme that starts in year 7 by developing students' communication skills and by enriching their lives through knowledge of other cultures. We provide opportunities to support their social, moral, spiritual, cultural & physical development through a varied and engaging curriculum and by giving them opportunities to communicate with young people from other parts of the world through penpal schemes and residential trips abroad. We also provide students with the opportunity to see how languages are used and how they are useful in the world of work.

Key Curriculum Content



Year 9

Transition to GCSE

- More challenging topics to give students a more grown-up/interesting curriculum from KS3
- Introduce complex language to allow students to develop their answers in more detail
- Understand and compare contrasting views on different topics
- Consolidate the use of 3 tenses as well as infinitive structures
- After Christmas, take a slow start into the GCSE components looking at Key Skills and structures.
- Begin to lead the majority of the lesson in target language (with the exception of grammatical explanations for clarity)
- Learn about the cultural norms and traditions from the target culture, such as food and festivals, showing understanding and appreciation for those cultures and comparing to their own culture

- Look in more detail at A Level and University possibilities for MFL and how languages can be useful in a variety of career paths

Year 10

Understand the mechanics, developing fluency, becoming linguists

- Cover a variety of topics and a variety of tenses – revisit some topics to develop a more in-depth understanding of the topics and linguistic skills required
- Unpick the grammar of the key structures that they have already covered and focus on applying the rules and manipulating vocabulary in a variety of different scenarios and time frames
- Focus on exam skills of essays, translations and speaking components – rehearsal of speaking and exam skills to develop resilience in time for exams
- Compare their lives to the lives of young people living in the countries where the target language is spoken such as differences in their school days, freetime activities and use of technology
- Discuss routes Post 16 and beyond

Year 11

Consolidating, refining and challenging.

By the end of year 11 pupils will be equipped with the skills to be successful in their language exams, as well as having empathy, curiosity and understanding of other people and cultures. This should allow them to communicate with people around the world and, for some, to continue their language studies in A level.

Typical Curriculum Allocation: 5 hours per fortnight

- Complete the topics required at GCSE and recap the GCSE course
- Look at routes Post 16 and at university
- Focus on speaking prep and practice for the oral exam
- Students should now be applying and manipulating the language that they have learnt over the 5 years and should be able to draw both on memorised key chunks and a knowledge of grammar to express themselves
- They should be able to use different time frames and moods
- Some students will be able to use idioms in the target language that cannot be translated literally



How are students taught and assessed?

Each unit integrates the teaching of the key vocab and will build a grammatical foundation in the target language for students.

Typically, each unit will comprise of around 8 weeks of teaching and will culminate in a summative assessment in two of the four skills. Students will be assessed in the four skills of reading, writing, listening and speaking throughout the year.

Retrieval is an essential part of MFL and students regularly complete quizzes, vocabulary tests, online revision tasks, role plays and presentations in school and independently. Associated vocabulary learning and homework will usually be set weekly.

Curriculum Overview

Key Stage 5

Curriculum Aims

Our curriculum aims to provide learners with the ability to communicate successfully in a range of contexts about topics such as society, history and literature, which will allow them not only to succeed in public exams, but also to develop broad-minded viewpoints, thus laying the foundation for further study at university or life in another country.



Key Curriculum Content

Year 12 – Social Issues and Trends and Artistic culture in the Target Countries

- Understand aspects of society such as religion, family life and the use of technology in the target countries
- Have an appreciation for the artistic expression in the target countries as well as its influence in society
- Build upon the linguistic and cultural learning from GCSE
- Extend range of vocabulary for practical and intellectual purposes
- Analyse statistics to understand trends in the target language countries
- Use data to explain and compare trends
- Foster independent and critical thinking where students reflect and express opinions on aspects of culture and society such as family life, religion, artistic expression
- Improve confidence and communication skills through a variety of discussions, debates and oral presentations in the target language
- Develop the ability to interact with other users of the target language in speech and in writing
- Embed language learning skills and strategies that will take them into year 13 and University
- Develop an appreciation of sophisticated and creative uses of language through the study of a film as well as a variety of intellectually stimulating authentic texts
- Engage critically and analyse a film in the target language

Year 13 – Social Issues and Trends and Political Life in the Target Countries

- Understand aspects of society such as immigration, racism and multiculturalism
- Foster an understanding of political life such as government, political movements and young people's engagement in politics
- Develop control of the language system to convey meaning in a variety of different scenarios
- Think critically and give their own points of view, whilst being able to compare, appreciate and respect the points of view of other
- Read a work of literature in the target language, with support from their teacher
- Learn to structure an essay about a book from one of the target language countries
- Make links and understand the socio-historical and political context of the book
- Produce a presentation and take part in a discussion based on their own independent research on an aspect of the target language countries that is of interest to them

How are students taught and assessed?

Students will be assessed in the four skills of reading, writing, listening and speaking throughout the year.

Typically, each unit will comprise of around 4-6 weeks of teaching and will culminate in a summative assessment in two of the four skills.

Associated homework will usually be set weekly and students are expected to complete independent work weekly to further their knowledge and understanding and to prepare them for further education.

**Typical Curriculum Allocation:
8-10 hours per fortnight**



Curriculum Overview

Enrichment

Beyond the classroom

Students in many trust schools have the opportunity to travel to a country where the language they are studying is spoken, either in an exchange or as a residential trip.

Students have the opportunity to experience the culture of the countries that speak the target languages by trips to the cinema, restaurants, markets, and other cultural events.

Day trips to l'Institut Français, Goethe Institut and Instituto Cervantes could be planned when feasible for KS5 students.

Students are encouraged to enjoy tv, film and social media in the language they are studying via streaming platforms and apps such as Duolingo.

Cross-Trust Activities

Students are encouraged to take part in a variety of cross-trust activities such as the Curriculum day, the Great Languages Bake-off, languagenut and duolingo competitions, and the 12 verbs of Christmas.





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