

MFL Curriculum Intent

MFL departmental philosophy aims to:

- Encourage a love of language learning and create an enthusiasm which extends beyond school.
- Enable confident communicators who enjoy the challenge of using the language whatever their ability.
- Embed a foundation of grammar and structure as a framework for learning.
- Empower students to apply existing knowledge creatively in new contexts.
- Enrich learning with authentic and relevant resources which contribute to cultural curiosity.
- Ensure students reflect on how they learn and apply effective strategies for independent and personalised learning.

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<ol style="list-style-type: none"> 1. How to become an effective language learner 2. How to relate the sounds of the language to the written form. 3. A range of vocabulary and structures across a variety of KS3 appropriate topics. 4. How to pick out key information in short listening and reading tasks. 5. How to respond verbally to familiar questions using pre-learned language with correct pronunciation, using sound symbol correspondence. 6. How to produce short accurate written responses and translations on familiar topics. 7. How to deploy a range of techniques to produce more complex language, for example conjunctions and qualifiers. 8. How to formulate opinions and justifications. 9. How to identify and use tenses which convey the present, past and future. 10. About historical, geographical and cultural aspects of the target language countries, and be aware of social conventions. 	<ol style="list-style-type: none"> 11. How to learn a language more independently. 12. How to apply their knowledge of phonetics to unfamiliar texts. 13. A wider range of vocabulary and structures across a variety of KS4 appropriate topics. 14. How to pick out key information in longer listening and reading tasks. 15. How to respond verbally to unexpected questions within familiar topics, using a mix of pre-learned and spontaneous language with correct pronunciation, using sound symbol correspondence. 16. How to produce longer accurate written responses and translations on familiar topics. 17. How to deploy a wider range of techniques to produce more complex language, e.g. subordinating clauses. 18. How to formulate more complex opinions and appropriate justifications, while narrating events. 19. How to identify and use a wider range of tenses and moods, e.g. pluperfect, conditional, and subjunctive. 20. More about the target language countries, through resources used in lessons, enrichment activities, etc. 	<ol style="list-style-type: none"> 21. How to become a fluent speaker in the target language, with an authentic accent. 22. An extensive vocabulary and a wide range of structures across a variety of KS5 appropriate topics, and beyond. 23. How to pick out key information from authentic unadapted materials and summarise the content. 24. How to present their point of view convincingly, defend their arguments and persuade others, both orally and in writing. 25. How to engage critically with target language literature and film. 26. How to apply grammatical knowledge and specific techniques to translate accurately in and out of the target language. 27. How to conduct their own research using authentic target language resources, and present and discuss their findings. 28. Identify and use a full range of tenses, moods and voices, e.g. past historic and passive. 29. About current topics, specific to the target language, through native speakers, e.g. the foreign language assistant and work experience. 30. About history and current affairs and how these have shaped the target language countries of today.

At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary