**Southmoor Multi Academy Trust**

**Modern Foreign Languages Curriculum**

**Achieve Aspire Enjoy**

**Aim**

Here at Southmoor Multi Academy Trust, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

**Intent**

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The MFL curriculum is planned to enable all students to develop:

* Communication skills
* An ability to manipulate language
* Problem solving and enquiry
* Intercultural awareness
* Opportunities for further study or application of language learning

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

* Aiming high, staying positive and resilience
* Communication skills (listening, speaking, presenting)
* Teamwork and problem solving,
* Creativity and thinking skills
* Self-management and leadership

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

**Sequence and structure**

Our curriculum is split in to Key Stage 3 (years 7 and 8) and Key Stage 4 (years 9, 10 and 11). Our longer school day and generous allocation of curriculum time ensures a strong foundation of knowledge and skills for success at KS4.

**Our Key Stage 3 MFL Curriculum includes the following areas of study:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Year 7 French | Foundations of French - Myself | Me and my world | School | School | Free time and hobbies | Free time and hobbies/ Near future tense |
| Year 7 German | Foundations of German – Me and my world | Me and my world | Family | Family | Free time and hobbies | Free time and hobbies / Future tense |
| Year 8 French | Holidays | Holidays/ Perfect tense | Media / Perfect tense | Media | House and home | House and home |
| Year 8 German | School | School/Future tense | Holidays | Holidays/ Perfect tense | Media & technology | Media & technology |

We know that students who read well achieve well. As such all staff are committed to providing regular opportunities to read extensively.

**Our Key Stage 4 Curriculum**

At Key Stage 4 students follow the AQA GCSE specification for French.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Year 9 | Foundations of French –grammar & structures | Self, family and friends | Self, family and friends | Leisure & freetime – sports & hobbies | Leisure & freetime – music, tv & reading | Leisure & freetime – cinema, media & technology |
| Year 10 | Celebrations & festivals | Celebrations & festivals | My town & region | My town & region | Holidays | Holidays |
| Year 11 | School | School & jobs & future plans | Social issues | Social issues | Revision and exams | Revision and exams |

At Key Stage 4 students follow the AQA GCSE specification for German.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Year 9 | Foundations of German grammar & school | School | School | Leisure & Freetime – sports & hobbies | Leisure & freetime – music, tv & reading | Leisure & freetime – cinema & festivals |
| Year 10 | Family & relationships | Family & relationships | My town & region | My town & region & technology | Vienna – interactions around a city | Vienna – interactions around a city |
| Year 11 | My town & region | Jobs & future plans | Social issues | Social issues | Revision and exams | Revision and exams |

For more information about the specific details of our curriculum, please refer to the subject specific pages of our website.

**How does our Curriculum cater for students with SEND?**

Southmoor Multi Academy Trust is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

* A focus on expanding core vocabulary and building sentences and texts.
* Clear links with literacy skills and strategies used in the students’ first language.
* Access to a Higher Level Teaching Assistant with MFL qualifications to support with in-class and small group interventions.

**How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of MFL, we:

* Provide revision materials to support pupils when preparing for assessments.
* Offer regular intervention sessions to support learners in making good progress.
* Offer time and space to complete homework outside of lesson time.
* Ensure access to any trips or visits is made possible for all students.

**How do we make sure that our curriculum is implemented effectively?**

The MFL curriculum leader is responsible for designing the MFL curriculum and monitoring implementation.

The MFL leader’s monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils’ capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and also to shape future learning.

Assessments are checked for reliability within departments and across the Trust.

We have Southmoor Sixth Form to promote opportunities for further study of languages beyond GCSE

We make clear links to the world of work when discussing careers and life beyond secondary school as part of the GCSE specification.

The MFL department contributes to whole school events and activities to promote the transferable skills developed through language learning and their application to the work of work.

**How do we make sure our curriculum is having the desired impact?**

* Examination results analysis and evaluation
* Termly assessments-analysis and evaluation meetings
* Half-termly milestone assessments –analysis and evaluation meetings
* Lesson observations
* Learning walks
* Work scrutiny
* Regular feedback from Teaching Staff during department meetings
* Regular feedback from Middle Leaders during curriculum meetings
* Pupil Surveys
* Parental feedback
* Evaluation of staff CPD and student events