



Kingstone High School

MFL Department

2026-2027

Kingstone High School is a non-selective school, and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their maximum academic potential through an individually tailored curriculum.

Staff		
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1. Intent

To create a **community** of learners who are **inspired** through **high-quality, passionate teaching** and integrated support; **all achieve** success because of this positive, learning environment

How do we aim to achieve this?

The core objective of the MFL Faculty at Kingstone High School is that all our learners develop into confident, passionate language learners. We understand the importance of broadening all of our student's cultural capital and celebrating other languages and cultures to avoid insularity.

It is our intent that our curriculum is challenging and inspires students of all abilities to push themselves academically. We aim to provide teaching and learning experiences which are founded in the science of learning. Through the use of engaging activities, we also aim to motivate and enthuse students to aim higher in language lessons, regardless of ability. Ultimately, we want our students to develop a love of language learning and culture and support them in realising the endless possibilities that the study of a second or third language can bring.

Student progress is monitored regularly, through progress checks and formal assessments. Through regular feedback students are advised on how to progress and receive targeted supported for their own learning journey.

Students are given opportunities to demonstrate an understanding and appreciation of the diverse cultural influences that shape their own heritage and that of others. learn to value the variety of cultures within their school and beyond, recognizing this as essential preparation for life in modern Britain. This is achieved through themed events and lessons, which focus on cultural or historical events in the target language country. We encourage students to take an active interest in exploring and respecting different faiths and cultural backgrounds. We aim to build attitudes which are tolerant, accepting, and celebrate of diversity across local, national, and global communities.

2. Curriculum Map

	Half term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Culture – what do you know about France? Giving your opinion Saying what like/do/play and where you go Opinion verbs, key verbs in the present tense Simple opinions, intensifiers and connectives	Describing a person, saying what people have and do Using adjectives and learning about adjectival agreement Describing your family	Giving your opinion Saying what you do on a typical day at school Talking about life at school Learning about differences between French and English schools Using regular er verbs in the present tense.	Discussing eating habits and mealtimes Revisit articles, asking questions – subject inversion, opinions and intensifiers, High frequency verbs in present, using negatives	Saying what there is/isn't Describing what you can do Describing where you can go Expressing future intentions Use of il y a/il n'y a pas de Use of aller Near future tense Modal verbs – on peut + inf	Using the near future Saying where you go and what you do Cultural focus – Tour de France <u>Revision for end of year exam</u>
Year 8	Saying what you watch, do and where you go Describe what you did Saying what you like, love and prefer Using negatives Revisit present tense of regular er verbs Introduction to perfect tense Yes/no questions in past/present Irregular past participles – avoir verbs	Talking about festivals and celebrations Using regular verbs in the present tense er, re and ir verbs High frequency irregular verbs learning to describe a photo Cultural work Nice carnival – Mardi Gras in Guadeloupe. Comparison of French and British festivals	Describing what you wear Revision of adjectives – position, agreement. Giving opinions with justification Using the near future tense	Describing an area Expressing opinions with justification Learning to make a comparison Using modal verbs	Embedding past work ready for key assessment 3 and cultural work on Cannes	Talking about where you go and when Talking about what you do Time frequency phrases Using near future tense Using in with countries and places

Year 9	Discussing your diet, giving opinions about what you eat and drink Talking about sport and fitness Using the future tense – near and simple to talk about lifestyle changes Giving advice	Talking about free time Revision of present tense – all verb forms Revision of high frequency phonics Direct object pronouns Revision of perfect and future tense all forms	Talking about future plans Using the near and simple future tense Using the conditional tense Careers focus “where can languages take me?”	World of work – jobs and workplace Discussing personal qualities Expressing detailed opinions	Discussing where I go, activities I do. Using time structures and tenses – perfect and conditional Cannes film festival	Passport qualification – <u>focus on discussion</u> <u>expressing opinions</u> <u>basic information</u> <u>retrieval and presentation.</u> Tour de France cultural work Les Choristes – film study
Year 10 GCSE	Unit 1: My identity and relationships with others Reflexive verbs Speaking focus - emphasis on phonics, vocabulary recognition, photo description, reading aloud and spontaneous speech.	Unit 2: Healthy lifestyle Use of modal verb structures Imperfect tense Conditional tense	Unit 3: Education current and post 16 Future plans extended opinions Revisit key tenses and comparisons World of work discussion of careers, job preferences, gap years. Conditional tense.	Unit 4: Free time Tenses focus Past Near future conditional	Unit 5 Festivals and customs Unit 6: celebrity culture Revision of 3 tenses- past/present/future Celebrity culture – expressing opinions cultural knowledge – Cannes film festival/ Monaco grand prix Paris fashion week	Unit 7: Travel and Tourism discussing holiday preferences Understanding tourist information Booking and reviewing accommodation.
Year 11 GCSE French	Unit 7: Travel and Tourism Prepositions for countries and transport	Unit 3: Education and work Use of modal verbs Negatives Il faut Future tense	Unit 1: Identity and relationships with others Reflexive verbs to discuss relationships	Consolidate revision Revisit each unit with focus on vocabulary recognition Rapid recall	Preparation for final exams focus on reading and listening	

	Use of 3 tenses – accuracy Revisit perfect tense Speaking skills focus	Conditional tense Preparation for mock exams	Future tense – to discuss future family plans.	Phonics Exam skills focus – speaking and writing		
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Faculty Curriculum Maps: These have been developed in collaboration with the faculty and are constantly under review, considering current research and more importantly the needs of the students. They are knowledge focused and should also allow for retrieval practice and opportunities to revisit knowledge throughout a student's learning journey. Students are supported with language guides containing key vocabulary and structures and sentence builders to help them structure their work and support their vocabulary recognition.

3. Implementation

Individual teachers are responsible for developing lessons suited to their own learners to meet the shared intent of the current curriculum stage, paying particular attention to the knowledge to be taught. Each unit of work has a bank of lessons which contain the universal concepts all students should cover. Lessons will also incorporate all four languages skills: listening, speaking, reading and writing. These will not be all equally covered each lesson, but over a sequence of lessons students will have had exposure to all four language skills. These lessons will be adapted by the teacher for their class to meet the students' needs and interests. Lessons follow the content prescribed by the National Curriculum for MFL. The content of the lessons will relate to the AQA GCSE prescribed vocabulary list, so that students are being supported throughout their language learning journey to acquire a bank of high frequency versatile vocabulary.

Lessons always start with a retrieval task to support students learning and to help embed the knowledge we will need for the lesson. There is a heavy emphasis on learning vocabulary, learning how to use phonics and the key grammar to enable students to manipulate language for their own purposes at whatever stage they are at in their learning journey.

Prior to key assessments students will be supported with revision in class and as part of their homework. Students will be shown how to revise and supported with techniques both in class and as part of their homework.

4. Homework

Year 7- 9 set weekly – Focus vocabulary learning. Students will be given a set list of vocabulary to learn. The learning should be broken into short chunks 5-10 minutes every few days to ensure that students can remember the words rather than one session of 20 minutes. Each student is provided with a language guide containing the vocabulary to be learnt. Students have one copy for homework and one copy which is kept in school for use in class.

Vocabulary can be learnt using techniques such as:

- Read, cover, write, check

- Creating flashcards to test the language
- Using Post-it notes with key words written in TL and English

GCSE year 10 and 11 set weekly – This will include vocabulary from the GCSE specification. It will also have an additional task to complete on the current theme or unit of work. Year 11 will usually have tasks to complete on This is School an online listening platform.

Students are also be asked to complete listening tasks or record speaking presentations.

5. Clubs

GCSE French lunchtime Intervention listening and speaking – following the Mock exams

6. KS3 Information

The aim of our year 7-9 curriculum is to build a strong foundation in the target language through the integrated teaching of core knowledge and communication skills, while also developing cultural awareness. The curriculum aims to prepare students for future studies, such as GCSE French, by equipping them with the confidence to manipulate and use the language independently.

6.1 KS3 Assessments

Year 7 Students are assessed with three key assessments at set points throughout the year. These will cover the vocabulary and grammar that has been taught during that term of study and work from previous terms to assess knowledge retention

Term 1 – speaking presentation j’aime ça

Term 2 – extended writing task ma vie au collège.

Term 3 – End of year exam.

In between these key assessments there will be smaller teacher progress checks to assess student progress on listening, speaking and reading skills.

The outcomes of all assessments are recorded on Go4Schools to help students and parents track their progress throughout the year

Year 8 Students are assessed with three key assessments at set points throughout the year. These will cover the vocabulary and grammar that has been taught during that term of study and work from previous terms to assess knowledge retention

Term 1 – Extended writing blog, les medias. – magazine article

Term 2 – Prepare a vlog on ma region – set as an extended homework project over 4 weeks

Term 3 – End of year exam.

In between these key assessments there will be smaller teacher progress checks to assess student progress on listening, speaking and reading skills.

Year 9 students are also assessed with three key assessments at set points throughout the year. These will cover the vocabulary and grammar that has been taught during that term of study and work from previous terms to assess knowledge retention

Term 1 – Extended writing magazine article on teenage health and advice

Term 2 – speaking presentation mon avenir – prepare and deliver presentation on future plans

Term 3 – Passport qualification – an end of year qualification to mark the end of KS3. Students complete a portfolio of tasks, which assess a range of language skills. They are awarded either pass/merit/distinction.

In between these key assessments there will be smaller teacher progress checks to assess student progress on listening, speaking and reading skills.

6.2 KS3 Marking Feedback

Years 7-9

In line with the whole school feedback policy, **verbal feedback** is frequently used. Over the course of a half term at least two extended writing tasks will be marked by class teachers in order to monitor students' progress. Work will be marked using the school marking codes, these are displayed in classrooms, so students are aware of what the marking means. Students are given:

Feedback – have they answered the key question set at the start? What have they missed?

Feedforward – how can they improve? This should be guided to a grammar point or advice on what should be included in their work to move to the next level.

Following this feedback students should be given time to complete DIRT – directed Independent reflection time. This is where they can receive support from the teacher, ask for clarification or have the opportunity to redraft a piece/section of work.

- Low stakes quizzes and retrieval tests are **self-marked. These take place regularly**

- Students have a **progress tracker** in their folders and where they can record progress and comment on which areas or skills they need to focus on moving forward.

GCSE classes Year 10 and 11 – frequent low stakes quizzes are self-marked, and exam practice questions are undertaken regularly, marked against the mark schemes and model answers. GCSE students should expect to have an extended written task marked in detail at least every three weeks. This will be set following a GCSE style task, where students work in exam conditions or with support as a more formative assessment. Following the marking students are given feedback sheets, indicating progress and DIRT actions to take. Speaking assessments are carried out informally on a regular basis to increase student confidence in the format of the exam and their performance. Feedback is given following the AQA GCSE mark scheme, or an adapted version depending on the nature of the task set.

7. GCSE Information

AQA GCSE French (8652)

7.1 GCSE Assessment

AO1 - to understand and respond to spoken language in speaking and writing

AO2 - to understand and respond to written language in speaking and writing

AO3 - to demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

7.2 GCSE Exam Papers

For the final GCSE exams in French students will sit four exams, one for each of the language skills – Listening, speaking, reading and writing.

Each of the skills is equally weighted at 25% of the final GCSE grade.

This is broken down as follows:

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	22.5	12.5			35
AO2		7.5	25	12.5	45
AO3	2.5	5		12.5	20
Overall weighting of components	25	25	25	25	100

The marks per paper and length of exam vary depending on whether a student is entered for Foundation tier (grades 1-5) or Higher tier (grades 5 -9).

Listening exam

Foundation Tier Listening worth 40 marks and lasts 35 mins

Higher Tier Listening worth 50 marks and lasts 45 mins.

Speaking exam

Foundation and Higher Tier speaking worth 50 marks.

Foundation Tier lasts 7-9 mins plus 15 mins preparation time

Higher Tier lasts 10-12 mins plus 15 mins preparation time.

Reading exam

Foundation Tier reading worth 50 marks and lasts 45 mins.

Higher tier reading worth 50 marks lasts 1 hour

Writing exam

Foundation Tier writing worth 50 marks and lasts 1 hour 10 mins – students required to write in French without support for the exam.

Higher Tier writing worth 50 marks and lasts 1 hour 15 mins – students are required to write in French without support for the exam.

There is no coursework element to the GCSE French and Spanish course.

7.3 Internal Assessment for GCSE

Students will be assessed at various points throughout the school year to monitor their progress and enable teachers to put intervention and support in place if needed.

Year 10 French

Year 10 Key assessment 1 will focus on work from Autumn Term 1

- Theme 1 unit 1 and 2 Self, identity and healthy lifestyle

Year 10 key assessment 2 will focus on work covered from Spring term 1 and 2 as well as Autumn term 2

- Theme 1 Unit 3 Education and Work and Theme 2 units 4 and 5 free time and festivals and celebrations

The final assessment for year 10 will be an end of year exams this will aim to cover all four language skills and be based on topics from topics studied throughout the year.

Year 11 French

Year 11 key assessment 1 will focus on Autumn Term 1

Theme 3 Unit 7 Travel and Tourism

There will also be a **mock speaking exam for students**, this is a full speaking exam in the same format as the actual speaking exam which takes place in April. This counts towards 25% of the student's grade for their mock GCSE French.

Year 11 Mocks

These will be past GCSE papers in Listening, reading and writing to mirror the final GCSE exams. These will run in the same format as the actual GCSE exams.

We do not run a second mock exam as students will be preparing for their final speaking exam in the final weeks before Easter. The final exam will be at the start of summer term 1.

Marking of these assessments would be returned to students as soon as possible. Students would receive feedback and there would be follow up lessons to clear up misconceptions or issues to support the students.

Feedback is given following the AQA GCSE mark scheme, or an adapted version depending on the nature of the task set.

If following the mock exams class teachers feel there is a need, Intervention sessions will be provided by the teachers. These are usually held at lunchtime or after school and are small groups where students can get targeted support.

Revision sessions are held by the language teachers prior to the exams.

8. Resources

Students in year 7-9 use resources from the following:

Dynamo 1-3 student coursebook and online resources. These have differentiated levels in year 8 and 9 with rouge and vert levels.

Students in GCSE French

We use both Pearson Activehub and Oxford Kerboodle for AQA we use the student coursebook and online teaching materials.

We also subscribe to Thisisschool. This is an online platform to support all areas of language learning. This resource is used on a weekly basis for homework at GCSE

Students are also encouraged to use Quizlet for independent vocabulary learning, and we use websites such as 1jour1actu for native language video clips.

9. Useful Websites

BBC Bitesize – for both KS3 and GCSE languages

languagesonline.org – grammar tasks and useful vocabulary from year 7 -11 French and Spanish

This is school – year 11 GCSE paid subscription for independent learning

Quizlet. Com – vocabulary learning

10. Appendix - Our curriculum:

- Builds on students' prior learning creating a strong foundation for the exam years and further study
- Supports our four teaching principles of chunking, modelling, scaffolding and checking for understanding so that all students can access the material and make positive progress
- Focuses on embedding the core knowledge and vocabulary to help students feel secure when tackling more complex concepts, tasks or theories
- Is chunked to support knowledge retention and is sequenced effectively to provide opportunities for key aspects of the learning to be reviewed, revised and revisited
- Is given a context, with the Big Picture, so there is an understanding of how the learning fits and links to the subject and the wider world
- Has clear endpoints that monitor the success and progress of the individual

- Reinforces the importance of reading and promotes high standards of literacy and numeracy

AT KS3

At KS3, the school provides all students the opportunity to study a core EBacc offer of maths, English, science, languages, Geography and History alongside PE, Music, Music Technology, Design and Technology, Art, Drama, RE and SPHERE (run through our tutor programme).

Students complete a three-year KS3 with some subjects incorporating transition to GCSE within that time. All students are provided with a broad and balanced curriculum before they specialise, in the Spring of Year 9, depending on personal preferences and future career ambitions. Each year, option blocks are customised to meet the needs of the year group and offer a bespoke programme for them. A comprehensive careers programme is in place to support the option process.

Students are taught in mixed ability form classes in Year 7 based on information gathered during the transition process. These are refined in Year 8 and 9 and broadly set around language ability which further supports our language uptake for EBacc.

There is targeted provision and intervention for those students in Year 7 and 8 to develop and support any social, behavioural, emotional and well-being needs which have been, or could be, barriers to their learning and attainment.

The core subjects of English, Maths and Science have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.

AT KS4

At KS4, the school provides students with the opportunity to studying the core subjects of maths, English and science (including Tripe Science) along with the foundation subjects of computing, PE and PSHE (which is delivered through our SPHERE tutor programme as in KS3). Choosing EBacc subjects of English, maths, the sciences, history or geography and a language is heavily encouraged to provide students with a broad and balanced curriculum as possible.

We offer students a wide range of other GCSE opportunities: Art and Design, Music, Media Studies, Ethics, Business Studies, Design and Technology, Food and Nutrition, Computing and PE. Alongside this, we provide students with opportunities to study alternative, vocational Level 2 qualifications in Travel and Tourism, Childcare and Sport.

Functional Skills from Entry Level to Level 2, in English and Maths, are also timetabled for those students who would benefit from achieving success in these core areas.

The core subjects of English, Maths and Science each have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.