

## Modern Foreign Languages: French, German & Spanish

### Overview of the Curriculum

#### Key Stage 3 (Years 7, 8 & 9)

All students study French in Year 7 and students are allocated either Spanish or German at the start of Year 8. Both French and the second language are continued until the end of Key Stage 3. Students arrive at Parmiter's from a large number of different schools and have studied a range of languages at Key Stage 2. French is the first language taught at Parmiter's, as we believe the majority of feeder schools are still likely to offer French to their students. Furthermore, the department has historically offered French to Year 7 students and therefore has the resources and the staffing to deliver this effectively to all students throughout Key Stage 3. We recognise the value of prior learning at Key Stage 2 and build on it when discussing language patterns, raising awareness of pronunciation and teaching grammatical terminology. The latter allows students to begin to describe how language is structured using the appropriate terms.

In Year 7 French and as they start their second language in Year 8, students are taught in mixed ability groups. At the start of the second year of learning each language, they are put into bands according to ability. These groupings remain in place throughout Key Stage 3 and 4, however, students' performance is reviewed after assessments and changes made when appropriate and possible.

The skills and linguistic knowledge we teach is introduced via topics relevant to each age group and on materials sourced from countries in which the different languages are spoken. These are related to children who are native speakers of the languages where possible. There is a focus on phonetics and how spelling and pronunciation are different to English. Students are introduced to the grammatical structure of languages, beginning with such aspects as the notion of gender in language systems and the need for adjectives to change according to gender and number.

The importance of embedding key vocabulary and concepts in long term memory is a focus of teaching and learning and thus certain key vocabulary, which is not topic specific eg: time phrases, opinion phrases, connectives, is taught and revisited to embed this in the memory. Learning strategies are discussed and students are encouraged to begin to use online resources to embed vocabulary effectively. Students begin to develop all four skill areas: listening, speaking, reading and writing. Decoding skills are developed by extracting details from short spoken and written texts. Writing and speaking tasks are based on topics covered and students start producing texts by adapting a model so as to express their ideas. Gradually, students draw on resources and prior learning, rather than a model, to create their own short written and spoken texts. Cultural aspects of the countries where the languages are spoken are explored through the topics, but also by discussing events and festivals as they occur.

As students progress through to the second year of learning, the notion of different tenses and the way in which these are formed is explored and students begin to recognise tense indicators and to produce texts using two or three different tenses. Key ideas eg: opinion phrases, time phrases and negatives are revisited and extended. Students are encouraged to draw on previously learned vocabulary to enhance their work and create more varied and longer pieces of the written and spoken language. Students are gradually required to undertake tasks from memory, beginning with listening and reading tasks and moving into the more active tasks of speaking and writing.

In Year 9 French, as well as increasing the range of topics and therefore vocabulary studied, students' knowledge of language itself is extended and students gain a greater awareness of linguistic terminology and structure. They recognise the importance of combining all four skills to ensure success in communication and understanding. Teachers of German and Spanish are able to capitalise on work done in Year 7 and 8 French and to encourage students to transfer the knowledge of language and the skills developed, so as to move more quickly through the basics of the second language and reach a similar level of competency in all three languages by the end of the Key Stage and therefore allow a choice at GCSE of one or both languages studied at Key Stage 3.

#### **GCSE - Key Stage 4 (Years 10 & 11)**

Language learning is necessarily cyclical and at Key Stage 4 students revisit key grammatical structures and vocabulary. Our curriculum is, however, ambitious and where topics overlap with those studied at Key Stage 3, knowledge of vocabulary is extended to encompass the range needed for success at GCSE. Idioms and more complexity of structure are introduced and embedded through revisiting these and applying the new knowledge across topics wherever possible.

There is a focus on extending all four skills through practice in lessons and regular formative assessments, which allow students and staff to gauge progress and to focus on aspects which require more development. As well as speaking activities in class, small group or individual sessions with the Foreign Language Assistants help provide a friendly opportunity for students to develop confidence in speaking and communicating effectively in the language. Writing tasks are scaffolded where necessary to support students who find some aspects of grammar challenging, but all students are now encouraged to write from memory with tasks adapted according to ability, linguistic experience and topics covered. Assessment also indicates which Tier a student is best suited to, Foundation or Higher, but equally allows those on the borderline between the tiers to analyse their performance and work on the points that will allow for progress to the Higher tier if this is within their capabilities. Students sit the AQA GCSE papers for languages as we believe these develop the skills that prepare students well for future language studies, either at A Level, in higher education, or indeed in the world of work.

## **A Level - Key Stage 5 (Years 12 & 13)**

Students who have selected to extend their study beyond Key Stage 4 are given preparation work through the Summer Booklet, which aims to maintain a high level of competency in all skill areas and to widen their knowledge of culture in the countries in which the language is spoken. The AQA A Level syllabus covers topics that relate to these countries and not just to France, Spain or Germany. It examines current social issues of interest and relevance to young adults of today, allowing them to develop their understanding of factors that influence the social and political structures of different societies and cultures across the globe. It develops high level thinking skills, encouraging evaluation and analysis of themes covered. Students also study a literary text and a film. They consider the elements that combine to create an effective piece of literature or a successful film, thus developing cross-curricular knowledge. They examine themes and style and discuss how these relate to the contexts in which they are set. Students are also taught to manipulate the language to include higher levels of complexity and to combine idiom and structure to communicate in a clear and effective manner about both topics and texts. Individual sessions with the Foreign Language Assistants (all of whom are native speakers) develop work done in lessons and foster greater spoken accuracy. These enhance pronunciation and intonation, leading to an ambitious level of oral competency as well.

### **SMSC in Modern Foreign Languages**

Spiritual development in MFL is fostered through the exploration of identity, personal expression, and global perspectives. Pupils are encouraged to reflect on their own values and beliefs while learning how others express themselves in different cultures. The study of language opens up opportunities for reflection on human experience, helping pupils to develop empathy, insight, and an appreciation for the richness and diversity of the human spirit.

Moral development in MFL arises as pupils consider ethical issues within the context of global and cultural topics. As they learn about the customs, traditions, and histories of different countries, pupils are encouraged to discuss these matters; they are also taught to respect differing viewpoints and challenge stereotyping and discrimination.

Social development is supported through collaborative learning activities such as dialogues, group tasks, role-play, and peer assessments. Pupils develop communication and interpersonal skills by working with others to practise spoken and written language. Learning a new language requires active listening, turn-taking, and constructive interaction, all of which contribute to pupils' social confidence and ability to engage positively with others. Through the study of real-life contexts and everyday situations, pupils gain insight into the norms and behaviours of people in other societies, helping them to function more effectively in an increasingly interconnected world.

Cultural development lies at the heart of MFL. Pupils explore the traditions, festivals, lifestyles, and values of people from different countries where the language is spoken. They are encouraged to compare and contrast these with their own culture, developing a

deeper appreciation for cultural diversity. Through activities which celebrate international events and customs, pupils broaden their understanding of what it means to be part of a global community. Studying languages fosters openness, tolerance, and respect for others, essential qualities in today's multicultural society.

Examples of Spiritual, Moral, Social and Cultural development in Modern Foreign Languages include:

- Considering how cultural festivals like Christmas are celebrated in different countries
- Celebration of different cultures beyond the timetabled curriculum including through the Parmiter's Language Week
- Researching projects on different countries and preparing presentations and leaflets to express our ideas e.g. healthy eating posters and environment projects
- Students taking part in educational visits to France, Germany and Spain to give students the opportunity to experience another culture and speak another language
- Allowing students to develop an appreciation of French, German and Spanish film, theatre, music, art and literature.

## Overview of schemes of work at each key stage

### Key Stage 3 French

	Topics	Grammar points and skills development
<b>Year 7</b>	<ul style="list-style-type: none"> <li>● Introducing yourself</li> <li>● Giving an opinion of school subjects</li> <li>● Describing the school, the school day and the uniform</li> <li>● Talking about freetime activities, including technology</li> <li>● Talking about the weather</li> <li>● Describing family life - where they live, who with including pets</li> <li>● Food and meals</li> <li>● Buying snacks</li> <li>● Describing your town</li> <li>● Discussing what to do at the weekend</li> <li>● Arranging to meet friends</li> <li>● Cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>● Nouns and articles</li> <li>● Present tense of verbs (mainly 1st, 2nd and 3rd person singular)</li> <li>● The 4 key irregular verbs</li> <li>● Adjectival agreement and position</li> <li>● Possessive adjectives</li> <li>● Connectives and intensifiers</li> <li>● Negatives</li> <li>● The use of infinitive to describe activities you like/dislike doing</li> <li>● The use of je vais + infinitive to talk about future plans</li> <li>● The notion of tu and vous and when they are used</li> <li>● Development of learning and memory strategies</li> <li>● The use of French phonemes to recognise different pronunciation rules and sound patterns</li> <li>● Using phonemes to learn to read aloud in French accurately</li> <li>● The recognition of the use and effect of accents in French</li> <li>● Reading and listening strategies</li> <li>● Strategies to use and adapt models for writing tasks</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>● Talking about lifestyle - fashion, weekend activities, music.</li> <li>● Talking about the weather</li> <li>● Holidays</li> <li>● Festivals</li> <li>● Sport and leisure</li> <li>● Sports injuries</li> <li>● Daily routine</li> <li>● Culture: French speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of present tense verbs</li> <li>● Recognition of some reflexive verbs</li> <li>● Revision and extension possessive adjectives</li> <li>● The near future tense</li> <li>● The perfect tense</li> <li>● Revision and extension modal verbs incl: je voudrais</li> <li>● Comparisons</li> <li>● Development of memory strategies. Focus on grammar</li> </ul>

	<ul style="list-style-type: none"> <li>● An introduction to comparing life in England with life in France</li> </ul>	<ul style="list-style-type: none"> <li>● Revisiting and extension of phoneme knowledge</li> <li>● Recognition of language patterns</li> <li>● Revision and extension of pronunciation guides</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>● Entertainment - TV, film, music, books</li> <li>● Healthy living</li> <li>● Life in the future</li> <li>● Teenage issues - relationships with family, pocket money, stress</li> <li>● Helping at home</li> <li>● Technology including pros and cons of social networking sites</li> <li>● Music and film culture in French speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>● Direct object pronouns</li> <li>● Using 'ce que'</li> <li>● Giving opinions using the past tense</li> <li>● Verb plus infinitive</li> <li>● Revision and extension of past tense</li> <li>● Introduction to the imperfect tense</li> <li>● Future tense</li> <li>● Modal verb revision and extension</li> <li>● Verbs with prepositions</li> <li>● Impersonal structures</li> <li>● Phoneme consolidation and pronunciation and intonation practice to extend accuracy when speaking/reading aloud</li> <li>● Strategies for editing longer pieces of writing to improve accuracy</li> <li>● Incorporation of more terminology to describe language to enhance understanding of grammatical explanations.</li> </ul>

### Key Stage 3 German

	Topics	Grammar points and skills development
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Greeting and introductions</li> <li>• Basic vocabulary including numbers, months, alphabet, colours, pets, family</li> <li>• Describing personality</li> <li>• Talking about school subjects and giving opinions</li> <li>• Days of the week and time phrases</li> <li>• Talking about free-time activities</li> <li>• Talking about your home</li> <li>• Discussing likes and dislikes with regards to food and drink</li> <li>• Learning to order snacks and meals</li> <li>• Talking about places in a town and understanding directions</li> <li>• Cultural aspects including all countries where German is spoken and focussing particularly on Berlin and Munich</li> <li>• Comparing the school day and meals in Germany and England</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction and practice of various phonemes</li> <li>• The use of cognates in decoding German</li> <li>• Recognition of the use of capital letters on German nouns</li> <li>• The understanding of sound changes created by umlauts</li> <li>• The difference in the formation of plurals in German</li> <li>• The notion of gender and subsequent changes in the article</li> <li>• Possessive adjectives</li> <li>• Negatives</li> <li>• Key verbs - haben, sein</li> <li>• Regular present tense verb conjugation</li> <li>• Use of connectives that don't affect word order</li> <li>• Expressions of time</li> <li>• The notion of inversion</li> <li>• Modal verbs - ich möchte, man soll, können and wollen</li> <li>• The notion of du/Sie and when they are used</li> <li>• The use of gern, lieber, am liebsten</li> <li>• The use of intensifiers to add nuance to meaning</li> <li>• The introduction of some key prepositions with changes taught as vocabulary items</li> <li>• Development of language learning strategies and skills building on those already acquired through Year 7 French</li> <li>• Writing tasks are structured and students are taught to adapt models given to increase accuracy.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Talking about clothes and fashion</li> <li>• Describing and giving opinions about school uniform</li> <li>• Cultural activities on what young people</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to notion of adjectival endings</li> <li>• Comparisons</li> <li>• Understanding compound nouns</li> <li>• Revision and extension of use of connectives adding</li> </ul>

	<p>wear to school in German speaking countries</p> <ul style="list-style-type: none"> <li>● Revision of Year 8 vocabulary to practise the use of connectives and opinions</li> <li>● Revision and extension of personality traits</li> <li>● Describing people's physical appearance</li> <li>● Talking about holidays including revision of places in a town</li> <li>● Research into German speaking holiday destinations and places to visit</li> <li>● Daily routine and household chores</li> <li>● Talking about festivals in Germany</li> <li>● Organising a party</li> <li>● Talking about film, TV, books and music</li> <li>● Cultural activities to explore German media including some films eg Nordwand</li> </ul>	<p>eg: 'weil' and noting subsequent word order changes</p> <ul style="list-style-type: none"> <li>● Revision of opinion words and intensifiers</li> <li>● Revision of present tense and introduction of wider range of verbs</li> <li>● Introduction to the use of the past tense</li> <li>● Revision and extension of use of modal verbs</li> <li>● Introduction to the future tense</li> <li>● Reflexive verbs</li> <li>● Continued development of listening and reading skills with emphasis on comprehension of longer texts incorporating two or more tenses and a wider range of vocabulary and more than one topic.</li> <li>● Writing strategies are discussed and examples modelled to allow students to write longer passages both adapting resources and writing from memory.</li> <li>● Key phonemes are revisited regularly and awareness is raised of difference in intonation</li> <li>● Students are encouraged to develop longer spoken replies and to talk from memory</li> <li>● Extension of knowledge of language terminology to enhance understanding and ability to describe language.</li> </ul>
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## Key Stage 3 Spanish

	Topics	Grammar points and skills development
<b>Year 8</b>	<ul style="list-style-type: none"> <li>● Greeting and introductions</li> <li>● Basic vocabulary including numbers, months, alphabet, colours, pets, family</li> <li>● Introduction to the Spanish speaking world</li> <li>● Describing personality traits</li> <li>● Giving and justifying opinions</li> <li>● Talking about freetime activities</li> <li>● Talking about the weather and comparing climate in different Spanish speaking countries</li> <li>● Talking about school subjects</li> <li>● Comparing school life in some Spanish speaking countries</li> <li>● Describing physical appearance</li> <li>● Talking about where you live and revision and extension of opinions</li> <li>● Talking about what you are going to do next weekend - revision of freetime activities and simple introduction to future tense</li> </ul>	<ul style="list-style-type: none"> <li>● Indefinite and definite articles</li> <li>● Adjectival endings</li> <li>● The verb: tener and the notion of verbs without a subject pronoun</li> <li>● Key Spanish phonemes</li> <li>● Use of connectives and intensifiers</li> <li>● The negative</li> <li>● Use of gustar</li> <li>● Present tense of regular verbs</li> <li>● Expressions of time</li> <li>● Revision of tener</li> <li>● Key irregular verbs - estar, ser and ir.</li> <li>● Using 'ir' to add some simple future tense sentences.</li> <li>● Development of language learning strategies and skills building on those already acquired through Year 7 French</li> <li>● Writing tasks are structured and students are taught to adapt models given to increase accuracy</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>● Holidays - revision of the verb 'ir', introduction of vocabulary for countries and travel. Revision and extension of opinion words and phrases.</li> <li>● Revision of places in a town</li> <li>● Cultural research on popular Spanish speaking holiday destinations and places to visit</li> <li>● Talking about technology and its uses</li> <li>● Talking about music and television - revision of the preterite tense and opinions</li> <li>● Talking about food and mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of the present tense</li> <li>● Introduction to the preterite tense</li> <li>● Revision of intensifiers and connectives</li> <li>● Use of comparatives</li> <li>● Use of time phrases to sequence events</li> <li>● Revision of immediate future tense using 'ir'</li> <li>● Recognition and use of 3 tenses</li> <li>● Use of infinitive in a sentence</li> <li>● The use of tener que</li> <li>● The modal verbs poder and querer</li> <li>● Prepositions of location</li> <li>● Reflexive verbs</li> </ul>

	<ul style="list-style-type: none"><li>● Learning about food in Spanish speaking countries</li><li>● Ordering food in a restaurant/cafe</li><li>● Giving an account of a party</li><li>● Fiesta - looking at festivals in Spanish speaking countries</li><li>● Arranging to go out and making excuses - revises freetime</li><li>● Daily routine including reflexive expressions</li><li>● Describing clothes and revision of colours and adjectival endings</li></ul>	<ul style="list-style-type: none"><li>● Continued development of listening and reading skills with emphasis on comprehension of longer texts incorporating two or more tenses and a wider range of vocabulary and more than one topic.</li><li>● Writing strategies are discussed and examples modelled to allow students to write longer passages both adapting resources and writing from memory.</li><li>● Key phonemes are revisited regularly and awareness is raised of difference in intonation</li><li>● Students are encouraged to develop longer spoken replies and to talk from memory</li><li>● Extension of knowledge of language terminology to enhance understanding and ability to describe language.</li></ul>
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### **GCSE French, German, Spanish (Key Stage 4)**

The new AQA GCSE syllabus (first examinations Summer 2026) is used as the basis for topics and structures included in the schemes of work. All four skill areas: listening, reading, speaking and writing are tested at either Foundation or Higher Tier level. The GCSE themes and topics are common to all three languages, as are the key grammatical structures and skills needed.

The main themes and topics are:

- People and Lifestyle: identity and relationships with others, healthy living and lifestyle, education and work
- Popular culture: freetime activities, customs, festivals and celebrations, celebrity culture.
- Communication and the world around us: travel and tourism (including places of interest), media and technology, the environment and where people live.

Grammar/structures and skills

- Basic grammatical structures required at GCSE are introduced and practised at Key Stage 3. These are revisited and extended to allow all students to embed the key structures in their long term memory.
- More complex structures and a greater variety of key phrases are introduced to allow a range of expressions to be used in speaking and writing tasks.
- When possible, regular speaking sessions with the foreign language assistants are organised to help students gain confidence, as well as competency, in speaking from memory and in communicating using the language and structures they have learned.
- Reading and listening tasks are practised to develop comprehension strategies and build confidence in decoding audio and written texts of increasing complexity.
- Examples of good written and spoken answers are modelled and analysed to ensure students understand the structures needed to access the highest grades of the tier for which they are entered and for those on the borderline, this provides an opportunity to understand how they might advance to the higher tier.

### **A Level French, German, Spanish (Key Stage 5)**

- Students study the AQA A Level syllabus in French, German or Spanish. The content is broadly the same for each language.
- As well as the topics listed below, students study a literary text and a film. They are expected to write an essay (approx. 300 words for each) in the language about the book and film, showing an ability to evaluate and analyse themes and techniques used.

- Students build on the structures covered in GCSE and then add higher levels of complexity, a wider range of idiom, tenses and mood and continue to extend their knowledge of linguistic terminology.
- All four skills are examined at A Level.

<u>French</u>	<u>German</u>	<u>Spanish</u>
Aspect of French-speaking society: current issues Artistic culture in the French-speaking world Aspects of political life in the French-speaking world	Aspects of German-speaking society Artistic culture in the German-speaking world Multiculturalism in German-speaking society Aspects of political life in German-speaking society	Aspects of Hispanic society Artistic culture in the Hispanic world Multiculturalism in Hispanic society Aspects of political life in Hispanic society