



# Striving for Excellence

## Curriculum Overview: Modern Foreign Languages

## Exam Board: Edexcel

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>Opening our eyes to the world</b> <ul style="list-style-type: none"> <li>Understand the core values underlying the MFL department vision statement.</li> <li>Understand the context of France in the context of the world and the French culture.</li> <li>An introduction to the relationship between sounds and spellings in French.</li> <li>Understand the importance of learning a language and an introduction to its benefits.</li> <li>Vocabulary relating to classroom language.</li> </ul>	<b>It's Me</b> <ul style="list-style-type: none"> <li>Vocabulary relating to introducing and identifying self and others.</li> <li>An introduction to asking and answering questions.</li> <li>Understanding pronouns and an introduction to verb conjugations.</li> <li>Talking about pets I have, don't have and would like to have.</li> <li>An introduction to adjectives and agreement.</li> </ul>	<b>My Family</b> <ul style="list-style-type: none"> <li>Vocabulary relating to introducing and talking about family members.</li> <li>Exploring verb conjugations of avoir and être.</li> <li>Forming simple negative verbs.</li> <li>Understanding gender and determiners in French.</li> <li>Using adjectives to describe physical appearance.</li> </ul>	<b>Expressing my Feelings</b> <ul style="list-style-type: none"> <li>Vocabulary relating to describing personality.</li> <li>Expressing feelings using common opinion verbs.</li> <li>Using conjunctions to extend sentences.</li> <li>Understanding adjectival agreement.</li> <li>Creating negative structures.</li> </ul>	<b>My studies</b> <ul style="list-style-type: none"> <li>Vocabulary relating to school subjects and adjectives to describe them.</li> <li>Using the definite article in French.</li> <li>Developing opinions using intensifiers.</li> <li>Expressing opinions and understanding how to justify them.</li> </ul>	<b>The school day</b> <ul style="list-style-type: none"> <li>Exploring the school system in France.</li> <li>Vocabulary relating to describing the school day.</li> <li>Talking about school routines, including time.</li> <li>A cultural insight – Petit Nicolas.</li> </ul>
8	<b>Hobbies and Free Time</b> <ul style="list-style-type: none"> <li>Vocabulary relating to common sports and hobbies.</li> <li>Knowledge of time and frequency adverbs.</li> <li>Using faire and jouer with prepositions and activities.</li> <li>Expressing the near future tense with aller.</li> <li>Introducing and justifying a range of opinions.</li> <li>Understanding adverbs of sequence.</li> <li>Going shopping and eating out.</li> </ul>	<b>Using Technology</b> <ul style="list-style-type: none"> <li>Vocabulary relating to using technology in daily life.</li> <li>Verbs of technology conjugated in present tense.</li> <li>An introduction to regular verbs in the perfect tense with avoir.</li> <li>Adverbs of time and frequency.</li> </ul>	<b>Where I live</b> <ul style="list-style-type: none"> <li>Vocabulary relating to housing and towns.</li> <li>Using structures including modal verbs to describe an area.</li> <li>Expressing and justifying opinions of where you live.</li> <li>Using a range of negative structures.</li> <li>Knowledge of agreement and position of adjectives when describing a town.</li> </ul>	<b>Future Dreams</b> <ul style="list-style-type: none"> <li>Vocabulary relating to describing a house.</li> <li>Using the immediate future and conditional structures to express wants and wishes.</li> <li>Using common conditional structures to describe an ideal house.</li> <li>A cultural insight – Vie de Chat</li> </ul>	<b>Holidays</b> <ul style="list-style-type: none"> <li>Vocabulary relating to holiday plans.</li> <li>Using prepositions after aller to describe our holiday destination.</li> <li>Using prepositions after aller to talk about methods of transport.</li> <li>Expressing the near future tense.</li> <li>Vocabulary relating to holiday activities.</li> <li>Using common irregular present tense verbs.</li> <li>Describing the weather.</li> </ul>	<b>In the Past</b> <ul style="list-style-type: none"> <li>Understanding formation of the perfect tense with regular and common irregular verbs.</li> <li>Using the perfect tense to describe a holiday in the past.</li> <li>An introduction to using the imperfect structures to describe what a holiday was like.</li> </ul>
9	<b>My Body, My Health</b> <ul style="list-style-type: none"> <li>Vocabulary relating to the body.</li> <li>Expressions with avoir to describe states and feelings.</li> <li>Using avoir in the imperfect tense.</li> <li>An introduction to reflexive verbs.</li> <li>Describing an illness or injury.</li> <li>At the doctors</li> </ul>	<b>Healthy Lifestyles</b> <ul style="list-style-type: none"> <li>Vocabulary relating to healthy eating and lifestyles, including common food and drink items.</li> <li>Using the partitive article when talking about food.</li> <li>Using common verbs in the imperfect tense.</li> <li>Expressing future intentions to improve health.</li> <li>Using modal verbs to talk about lifestyles.</li> </ul>	<b>TV &amp; Cinema</b> <ul style="list-style-type: none"> <li>Vocabulary relating to different genres of programs and films.</li> <li>Using verbs accurately in 3 tenses.</li> <li>Expressing comparative adjectives.</li> <li>Forming the perfect tense with avoir and être to describe a visit to the cinema.</li> <li>Expressing and justifying a range of opinions with increasingly complex structures.</li> </ul>	<b>A Cultural Insight</b> <ul style="list-style-type: none"> <li>Explore cultural information relating to cinema + / or music.</li> <li>Use a variety of tenses and complex structures to create a film review.</li> <li>Express complex opinions, including comparatives, to describe films, characters, songs.</li> </ul>	<b>Making Plans</b> <ul style="list-style-type: none"> <li>Talking about past events</li> <li>Using subordinate conjunctions and adverbs of sequence to narrate a recent outing.</li> <li>Using modal verbs and the immediate future to describe making plans for the future.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Expressing feelings on a variety of relationships, recalling adjectives, negatives, comparatives and expressing opinions.</li> <li>Using reflexive verbs to discuss personal relationships.</li> <li>Using direct object pronouns to increase fluency.</li> </ul>
10	<b>My Personal World</b> <ul style="list-style-type: none"> <li>Free Time</li> <li>Family Relationships</li> <li>Marriage and Partnerships</li> <li>Friendship</li> <li>Daily Routine</li> </ul>	<b>My Personal World</b> <ul style="list-style-type: none"> <li>Daily Routine</li> </ul> <b>Lifestyle and Wellbeing</b> <ul style="list-style-type: none"> <li>Healthy Living</li> <li>Mental Health</li> <li>Equality</li> </ul>	<b>Lifestyle and Wellbeing</b> <ul style="list-style-type: none"> <li>At the doctors, hospital, pharmacy, Leisure Centre</li> </ul> <b>My Neighbourhood</b> <ul style="list-style-type: none"> <li>Where I live now and then</li> <li>Recent Activities</li> </ul>	<b>My Neighbourhood</b> <ul style="list-style-type: none"> <li>Comparing where I live</li> <li>Global and Social Issues</li> <li>Protecting my Environment</li> </ul>	<b>My Neighbourhood</b> <ul style="list-style-type: none"> <li>Eating out</li> <li>Going Shopping</li> </ul> <b>Exam Skills</b> <ul style="list-style-type: none"> <li>Mock Exam Skills and preparation</li> </ul>	<b>Media and Technology</b> <ul style="list-style-type: none"> <li>Using social media</li> <li>Advantages and Disadvantages</li> </ul>
11	<b>Media and Technology</b> <ul style="list-style-type: none"> <li>Using social media</li> <li>Advantages and Disadvantages</li> <li>Music, film and TV</li> <li>Going to concerts, the cinema, the theatre</li> <li>Gaming</li> </ul>	<b>Studying and My Future</b> <ul style="list-style-type: none"> <li>School life and pressures</li> <li>Future opportunities</li> </ul> <b>Exam Skills</b> <ul style="list-style-type: none"> <li>Mock Exam Skills and preparation</li> </ul>	<b>Travel and Tourism</b> <ul style="list-style-type: none"> <li>Transport</li> <li>Accommodation</li> <li>Tourist Attractions</li> <li>At the hotel, campsite, train station, tourist office</li> </ul>	<b>Exam Skills</b> <ul style="list-style-type: none"> <li>Exam Skills and preparation</li> </ul>	<b>Academy focussed revision and exam preparation</b>	<b>Academy focussed revision and exam preparation</b>

## Curriculum Intent

- Our aim is for learners to leave Beacon Hill Academy with the knowledge and skills required to thrive in our challenging world as **open-minded, inquisitive learners who are curious about the wider world.**
- Our curriculum focuses on **key concepts and 'big ideas'** to teach the most important disciplinary and substantive knowledge, with regular opportunities to **retrieve, practice and acquire the skills to flourish.**
- Our curriculum is **carefully sequenced**, combining the 3 pillars of grammar, vocabulary, and phonics to allow learners to identify their **prior learning** and our progressive approach enables learners to maximise and **build knowledge and skills** with regular opportunities to **demonstrate understanding.**
- Learners are introduced in KS3 to a **breadth of language** and a variety of themes relevant to their experiences, e.g. use of technology in today's world, to engage and enthuse them. A **deeper exploration** in KS4 enables learners to view from other perspectives and articulate more detailed opinions.
- Our curriculum is **enriched with cultural opportunities** and **authentic materials** which **capture interest** and **build cultural empathy**, promoting diversity and tolerance.
- Learners from both KS3 and KS4 can participate in our visit to Paris experiencing first-hand the French language and culture.
- We aim to offer the **study of a language to all learners**, regardless of disadvantages.
- Our curriculum includes the opportunity for some learners to select **an additional foreign** language to be studied at KS3, alongside French.
- The opportunity to choose from **several languages** is available to **all learners at GCSE**, including enabling some learners to undertake a GCSE in their mother tongue e.g. Polish and Italian. This is supported by 121 tutors who work with the learners.
- Our curriculum includes introducing learners from Year 7 through to Year 11 to the **wide variety of benefits** in learning a language and the **many career pathways** in which it is a desirable skill.
- We offer experiences beyond the classroom environment, to expand their understanding and **promote a passion for language learning.** Learners are given the opportunity to participate in language competitions both in and out of school and learners are encouraged to broaden their skills through access to a wide range of authentic materials.
- Our extra-curricular 'Linguacub' offers the opportunity to **learn additional languages** and explore foreign language films and music, **enhancing cultural awareness.**
- We enrich our curriculum by **celebrating European Day of Languages**, annually hosting events and competitions to **promote multiculturalism.**
- Our curriculum at Beacon Hill Academy is an **ambitious and challenging** one that encourages students to **explore beyond** their immediate locality and personal situation.

## Curriculum Implementation

- All lessons in KS3 begin with a recall and retrieval **'Do Now Activity'** that is responsive to prior learning, or a **connect** task which aims to **plug gaps in learning** following a demonstrate activity.
- Frequent and systematic use of recall activities such as Fishbowl help learners to remember focus knowledge in the long term which is needed for them to communicate more effectively in spontaneous, unscripted situations.
- In KS4 lessons DNA's are rotational and include a **weekly vocabulary recall quiz**, a retrieval quiz or an exam linked question.
- Weekly / fortnightly vocabulary learning is **monitored via departmental trackers** and we use sentencebuilders.com to support learning.
- **Home Learning is rotational** and includes vocab learning and online activities. In KS4 learners complete an additional grammar or comprehension-based activity.
- In KS3, MFL staff use the **principles of EPI** (Gianfranco Conti) to adopt a phased approach, whereby learners are **flooded with exposure to key language**, supported by sentence builders. This supports SEND learners and can provide scaffolds appropriate to the needs of the learners. The sentence builders are **systematically withdrawn**, increasing pressure on cognitive load, as learners **become more confident** with the language and move from receptive understanding to productive proficiency.
- Each KS3 unit is built around learners using phonic knowledge to aid pronunciation, vocabulary comprehension to aid learner understanding and systematic learning of grammar to aid effective production of language.
- In KS4, GCSE themes and topics are **interleaved to aid recall and retrieval** and promote language use within wide-ranging contexts.
- MFL staff use **explicit and implicit vocabulary instruction**, such as using the **Frustration model** for learners to develop their understanding of key terminology. The etymology of French words and making links with English supports learners' understanding.
- Reciprocal Reading Strategies in KS4 support **access to longer, more complex texts** and improve confidence when faced with more challenging content.
- Teachers of MFL at Beacon Hill Academy **collaboratively plan** schemes of learning, which ensures a **consistent learning ethos** across lessons, a responsive curriculum, and a sharing of best practice. Lessons are then differentiated and individually tailored to account for the needs of each class.
- Throughout lessons, **teachers use cold-calling strategies** to assess the learning and to **stretch learners** understanding. Through intellectual preparatory work, teachers may **pre-plan the questions** to probe understanding and use of language.
- The use of explicit instruction and modelling, following I / we / you do provide learners with **access to the thinking behind a process**, supports those with SEND and gives an **insight into higher level thinking** for the more able.
- Assessments provide teachers with evidence of what has been learnt and are followed with detailed analysis and targeted reteach activities to plug any gaps in knowledge.
- Through **stretch and challenge strategies**, learners are directed to undertake an activity which provides a **desirable difficulty** and enables a greater depth of understanding.
  - In KS4, learners are encouraged to broaden their knowledge and increase their passion for languages by exploring the use of language in real world situations through various mediums including film, music, the media, news reporting and online resources.
- Through regular tracking and monitoring following assessment, teachers can **identify learners who may need intervention.** This may be via small group withdrawal, 121 access, wrap around intervention session or Period 6 upgrade, depending on need.
- Learners are encouraged to enrich their study by partaking in **extra-curricular experiences** such as Glastonbury Goes Global, Linguacub, Conversation Café or Duolingo Derby.

- **GCSE Results** – We have a 6 yr trend of increased results and have achieved positive progress for the past 4 years.

2019 -1.61, 2020 -0.46, 2021 +0.20, 2022 +0.7, 2023 +0.64, 2024 +1.20

Uptake at GCSE has been improving for the last 4 years with an increase of 336% from Sept. 22 projected for Sept. 25.

The importance of learning a Language is built into the curriculum from Year 7 alongside careers information to support informed option choices.

2. **Curriculum Development** – The curriculum in KS3 has been completely redesigned to ensure the content is suitably broad, offers our learners relevant and engaging lessons and is appropriately rigorous to enable learners to transition to KS4 / KS5 successfully. The principles of the EPI methodology have been adapted and implemented at KS3 and, moving forward, this will be replicated in KS4.

The EPI approach has led to improved learner outcomes and increased learner engagement in lessons. Pronunciation has improved because of increased focus on phonics. Recall and retrieval activities have been strategically placed within the scheme of learning to maximise retention of vocabulary, supported by a home learning cycle of vocab testing. Grammar has been progressively mapped and is taught both implicitly and explicitly which has enabled a deeper understanding at KS4.

3. **Programme of Assessment** - Both formative and summative assessments have been redeveloped to ensure validity and rigour. The use of whole class PLC'S following key assessments has led to more meaningful feedback and focussed reteach within lessons to addressing common misconceptions and ensure progression of language.

4. **Additional MFL Provision** – Spanish as an optional additional language has been introduced across KS3 with a curriculum designed to engage and enable progression of language. The number of learners opting to study a second language in KS3 has risen in 2024 and is currently at Year 7 = 45, Year 8 = 34, Year 9 = 24.

5. **QA** - A quality assurance programme which has included DAT trust level learning walk, work scrutiny and pupil voice, peer reviews from external improvement partners and internal QA have all identified the curriculum as an area of strength. Consistency across the department has been recognised with opportunities to demonstrate understanding of focus knowledge embedded. Frayer models and reciprocal reading approaches have been utilised across MFL to support our drive to improve literacy standards.

6. **Enrichment** - A Trust trip to Paris in March 2025 enabled 43 BHA learners to enhance their cultural knowledge. The trip is being run again in March 2026 aimed at Year 9 and 10 learners of French. Extra-curricular clubs include a KS4 conversation café and a Spanish culture club. Learners have participated in Business Language Champions events, an inter-house Duolingo competition and 3 learners were selected to attend a language day at the prestigious Girton College, Cambridge University.

7. **Primary School Support** – A programme of support has led to 4 feeder schools, Cotwall End, Queen Victoria, Tipton Green and Foxyards benefitting from specialist language teaching from BHA, supporting the transition from KS2 to KS3. In addition, teaching and support is provided to 2 DAT primary schools, Blowers Green and Kates Hill.

8. **The MFL Dept.** - The team has been an established, collaborative department of specialist language teachers since 2020.