

MFL CURRICLUM

At Great Academy Ashton, we recognise that language learning is far more than an academic subject; it is a gateway to personal growth, global understanding, and the development of essential skills that will serve students throughout their lives. Our Modern Foreign Languages (MFL) curriculum is designed to inspire curiosity, foster a deep appreciation for culture, and empower students with the ability to communicate effectively in a globalized world. Through the study of languages such as French, Spanish, and other native languages, students gain not just the ability to communicate but also a profound understanding of the world around them, equipping them to thrive in an increasingly interconnected society.

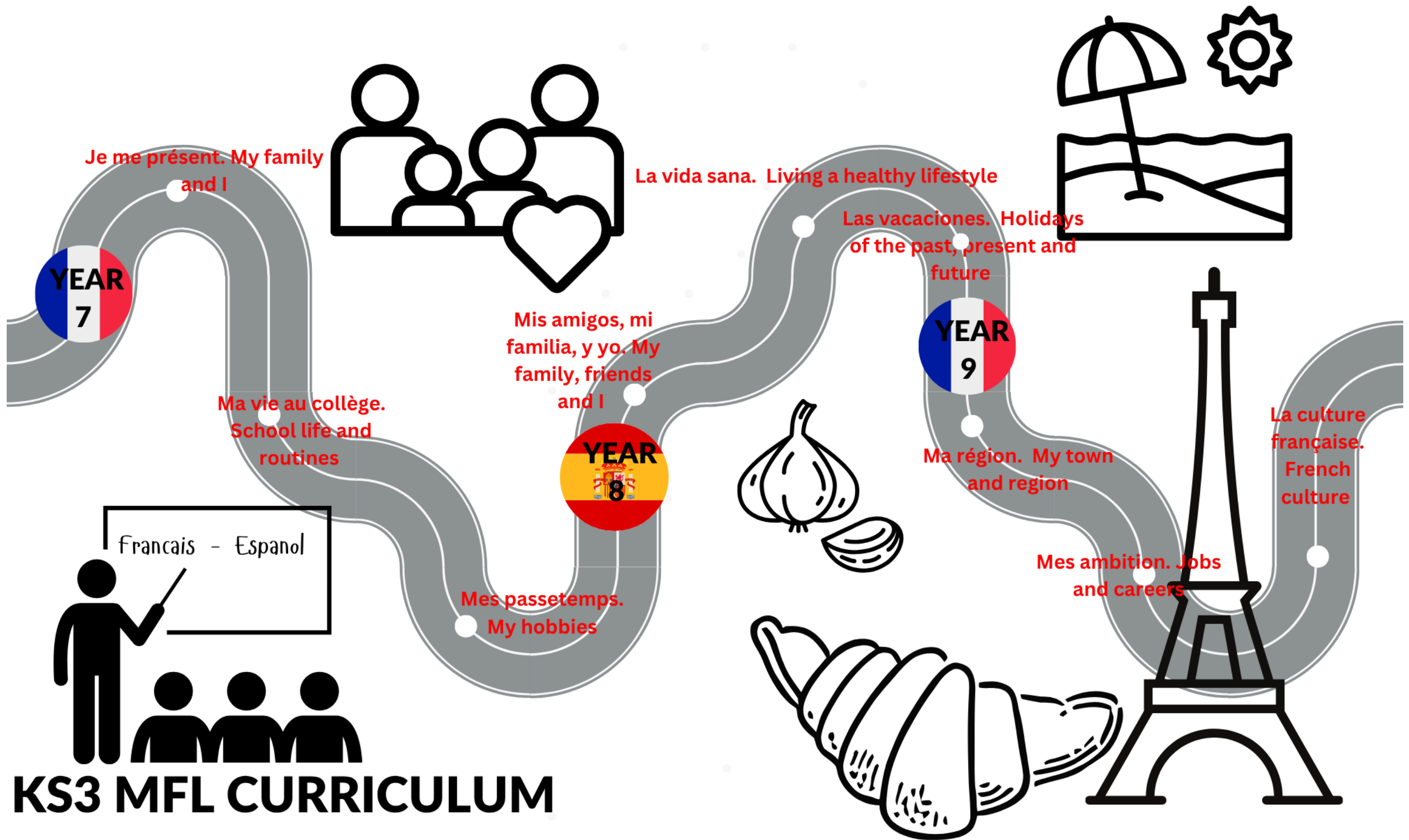
Learning a foreign language is a transformative experience. It develops not only practical skills in communication but also crucial cognitive abilities that contribute to students’ overall intellectual development. Research shows that language learners improve their cognitive flexibility, problem-solving abilities, and multitasking skills. These benefits extend beyond language itself, helping students to become more effective and independent learners across all areas of study. As students engage with the intricacies of grammar, vocabulary, and pronunciation, they strengthen their critical thinking and analytical skills, allowing them to approach complex tasks with greater clarity and creativity. These cognitive advantages contribute to academic success in subjects ranging from mathematics and science to the arts and humanities.

However, the value of learning languages extends far beyond the academic realm. At its core, language learning is about connection—connecting with others, understanding different perspectives, and gaining a deeper appreciation of cultural diversity. Through the study of French, Spanish, and other languages, students are exposed to authentic cultural materials, including literature, music, history, and art, that deepen their understanding of the societies where these languages are spoken. This cultural immersion helps students develop empathy, respect for diversity, and a broader worldview. It challenges them to consider life from multiple perspectives and prepares them to engage meaningfully with people from all walks of life. For this reason, we encourage students to take part in our trips to France and Spain.

Moreover, the practical impact of learning a language is undeniable. In today’s globalized world, bilingualism is a highly prized skill in nearly every professional field. Whether in business, healthcare, technology, or international relations, the ability to communicate across languages and cultures opens a wealth of opportunities. Students who are fluent in a foreign language have a competitive edge in the job market, where employers increasingly value the adaptability and communication skills that come with multilingualism. In addition, language proficiency offers students the chance to study, work, and travel abroad, broadening their horizons and deepening their cultural awareness in real-world settings.

At Great Academy Ashton, we are committed to nurturing confident, independent linguists who are not only equipped to use a language but are also inspired to pursue lifelong learning. Through our curriculum, we aim to cultivate a passion for languages, encouraging students to embrace the richness of different cultures and to appreciate the role language plays in shaping the world. We strive to develop students’ ability to communicate fluently and authentically, empowering them to express themselves with confidence and engage with others across linguistic and cultural boundaries. By the end of their studies, our students will have the linguistic skills, cultural awareness, and global mindset to succeed both academically and in the broader world, prepared to engage as informed, open-minded global citizens.

In our MFL department, language learning is not just a subject—it is a journey of discovery, empowerment, and transformation. We believe that through the power of language, our students will gain the tools they need to navigate the complexities of the modern world and become thoughtful, confident, and compassionate individuals.



KS3 MFL CURRICULUM



Great
Academy
Ashton
Inspiring Greatness

Year 7 – French					
Autumn		Spring		Summer	
Unit Title:	Unit Length:	Unit Title:	Unit Length:	Unit Title:	Unit Length:
Je me présente	15 weeks	Ma vie au college	12 weeks	Mes passetemps	13 weeks
Domains of knowledge:		Domains of knowledge:		Domains of knowledge:	
Describing my family and I physically and personally		Describing my school life and routines in detail		Talking about my free-time preferences	
Key concepts: Gender of nouns. Adjectival agreement. Avoir and être (1-3 rd person plural). Physical description (hair and eyes). Negatives (ne... pas / ne... jamais) . Numbers (0-31). Opinion verb + infinitives (-ER, -IR, -RE). Possessive adjectives + family members.		Key concepts: Present tense irregular verbs (1-3 rd person singular). Adjectival agreement re-visited. Using both regular and irregular -ER, -IR and -RE verbs to describe what I do at school. Description of a timetable using sequencer phrases. Justified opinions (verb + noun + conjunction and adjective). Comparatives (plus... que/ moins... que/ aussi... que). Adverbs of time.		Key concepts: Using jouer and faire to describe sport preferences. Describing the weather. Quand/si + weather + verb. Using regular and irregular verbs in the present tense, full paradigm. Using the near future tense (aller + infinitive). Prepositions of place (au/a la/aux). TBAT ask questions using (est-ce que/intonation/inversion method).	
Relevant end points covered: Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation and an understanding of key SSC’s (sound, symbol correspondence). Write at varying length, for different purposes and audiences, using as variety of grammatical structures, and to be able to translate accurately both from and into the target language. Read, understand, and be able to respond to a range of authentic texts. Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately. Develop an appreciation for French/Spanish speaking culture.					
Assessments: HT1: Vocab and Grammar 1 HT2: Role-play in class (Speaking)		Assessments: HT3: Vocab and Grammar 2 HT4: Reading and Writing assessment		Assessments: HT5: Vocab and Grammar 3 HT6: Listening, Reading, and Writing	

Year 8 – Spanish					
Autumn		Spring		Summer	
Unit Title: Mis amigos, mi familia, y yo	Unit Length: 15 weeks	Unit Title: La vida sana	Unit Length: 12 weeks	Unit Title: Las vacaciones	Unit Length: 13 weeks
Domains of knowledge: Talking about myself, my family and friends		Domains of knowledge: To be able to describe healthy lifestyles in Spanish		Domains of knowledge: To talk about the different types of holiday in detail using 3 time frames	
Key concepts: Possessive adjectives in Spanish (mi/mis/tu/tus/su/sus). Ser and Tener (full paradigm). Number patterns (0-100). Describing weekend plans using opinion + infinitive (me gusta salir con mis amigos). Justified opinion phrases with adjectives (porque es divertido). Using intensifiers in Spanish (mas/tan). Reflexive verbs + time revisited (me levanto a las seis de la manana). La Navidad en Espana.		Key concepts: Comer/tomar/beber (full PA) to discuss eating habits. Partitive article to describe food items. Adjectival agreement revisited to describe food items. TBAT order food and drink in a restaurant (me gustaira + food item/por favor/la cuenta). What I do to stay healthy using (verb phrase + opinion + infinitive). Jugar and Hacer for sports. Preterite tense (1-3 rd person sing.) + hacer/jugar/ir to describe what I did to stay healthy.		Key concepts: Different types of holidays in Hispanic world (el campo/a la montana/a la playa/en ciudad). Opinion phrase + Ir/Visitar + holiday type to describe holiday preferences. Ir + countries. Prepositions. Using regular/irregular IR/AR/ER verbs to describe what I like to do on holiday. Weather recap. Cuando/si + weather + activity Near future tense to describe where I am going to go this summer Recap preterite tense. Using 3-time frames to describe holiday experiences and future preferences.	
Relevant end points covered: Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation and an understanding of key SSC’s (sound, symbol correspondence). Write at varying length, for different purposes and audiences, using as variety of grammatical structures, and to be able to translate accurately both from and into the target language. Read, understand, and be able to respond to a range of authentic texts. Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately. Develop an appreciation for French/Spanish speaking culture.					
Assessments: HT1: Vocab and Grammar assessment HT2: Listening, Reading and Translation (Sp-En)		Assessments: HT3: Vocab and Grammar assessment HT4: Role play + sample gen conv q’s Speaking assessment		Assessments: HT5: Vocab and Grammar assessment HT6: Listening, Reading, Writing, Translation (En-Sp)	

Year 9 – French					
Autumn		Spring		Summer	
Unit Title: Ma région	Unit Length: 15 weeks	Unit Title: Mes ambitions	Unit Length: 12 weeks	Unit Title: La culture française	Unit Length: 13 weeks
Domains of knowledge: <ul style="list-style-type: none">Home, Town, Neighbourhood and region		Domains of knowledge: <ul style="list-style-type: none">JobsCareersambitions		Domains of knowledge: <ul style="list-style-type: none">music/film/TVliterature study	
Key concepts: Impersonal verbs (il y a/ il n’y a pas de) + places in the town and home. Prepositions to describe my bedroom. Conditional tense structures (je voudrais/j’aimerais + habiter) to describe my ideal home. BAGs adjectives (vieux/vieille/petit/grand/nouveau/bon/mauvais) to describe my town. Comparatives revisited to compare my town with one in France. Modal verbs + infinitive to describe what I can/must/want to do in my town. Past tense AVOIR + PP to describe a recent experience in town.		Key concepts: Vouloir/etre/devenir + noun denoting job preferences. On peut + infinitive to describe advantages and disadvantages of different types of employment. Negatives revisited. Simple future tense (full paradigm) Common irregulars (ser/aur/ir/fer) in the simple future (1-3 rd person). Using idioms. Conditional tense full paradigm to describe future aspirations.		Key concepts: Giving justified opinion phrases (j’adore écouter de la musique rap car c’est...) Using intensifiers (tres/assez/extremement/un peu) Comparatives to compare my interests with those of a friend. Imperfect tense (quand j’étais plus jeune...) to describe what my preferences used to be like when I was younger. Using the imperfect tense + present tense together. Asterix et Obélix: The Middle Kingdom depth study.	
Relevant end points covered: Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation and an understanding of key SSC’s (sound, symbol correspondence). Write at varying length, for different purposes and audiences, using as variety of grammatical structures, and to be able to translate accurately both from and into the target language. Read, understand, and be able to respond to a range of authentic texts. Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately. Develop an appreciation for French/Spanish speaking culture.					
Assessments: HT1: Vocab and Grammar assessment HT2: Writing and Translation (En-Fr)		Assessments: HT3: Vocab and Grammar assessment HT4: List, Read, Trans (Fr-EN)		Assessments: HT5: Vocab and Grammar assessment HT6: END OF YEAR speaking (photo card comparison)	

KS4 MFL CURRICULUM



COURSE ASSESSMENT

French Assessment

Paper 1: Listening = 25%, 35 minutes (Foundation), 45 minutes (Higher)

- Section A - answer in English
- Section B - answer in French

Paper 2: Speaking = 25%

- Role-play
- Photo card
- General conversation questions

Paper 3: Reading = 25%, 45 minutes (Foundation), 1 hour (Higher)

- Answers in both English and French, and translate from French into English

Paper 4: Writing = 25%, 1 hour (Foundation), 1 hour 15 minute (Higher)

- Write extended answers in French and translate English into French

COURSE DETAILS

Course: AQA French

COURSE DESCRIPTION

GCSE French enables students to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts, with confidence. Learning a foreign language also supports the understanding of English grammar and usually leads to an enhanced understanding of the student's native language. Obtaining a GCSE in a Modern Foreign Language will not only benefit those who wish to travel or potentially work abroad but it will also strengthen a student's ability to communicate with others effectively in any workplace. We strongly believe that languages are an excellent life skill that broadens horizons.

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

PROGRESSION ROUTES

Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill. Careers in which a GCSE in a language is required include interpreter, translator, MFL Teacher, hotel management, travel advisor, international law and engineering. Almost all university courses include an option to add the study of a foreign language and/or study abroad

