



**HUMPHREY PERKINS
SCHOOL**
Lionheart Educational Trust

Languages Curriculum Vision

Quality of Education: Manifesto

The ethos at Humphrey Perkins reflects the ambition of the Lionheart Trust Modern Languages Curriculum Manifesto; where the purpose is for students to develop both a linguistic and cultural understanding of the Language(s) they study through a curriculum that fosters learners to be adaptable, inquisitive, self-reliant and thoughtful.

There is a cohesive plan in relation to the grammatical knowledge, high frequency words and core topic specific vocabulary, taught across the Lionheart Academy Trust. The 2 core contexts for Years 7 and 8 are written in red on the curriculum overview (page 3) and shared low stakes quizzes are regularly set on the Lionheart Academy Trust VLE to support independent and reflective learning for students to consolidate their learning.

Curriculum Intent

We want our students to be open-minded, resilient, confident communicators. We believe that all students can benefit from studying a modern foreign language in terms of the academic knowledge, cultural awareness and cognitive and literacy benefits.

Our curriculum is informed by the following beliefs:

“He who knows no foreign languages knows nothing of his own” – Johann Wolfgang von Goethe.

Learning a foreign language can play a **powerful role** in **developing students’ understanding of English**, helping them to **develop a wider vocabulary** and better **understanding of syntax**.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart” - Nelson Mandela.

Learning a foreign language allows our students to be **effective communicators** in **global society**, opening up **wider opportunities for travel** and **employment**.

“Language is the road map of a culture. It tells you where its people come from and where they are going” - Rita Mae Brown.

Engaging with foreign language study contributes to **students’ comprehension of the wider world, society** and **culture**. (see: <https://www.british-study.com/en/blog/inspirational-quotes-for-language-learners/>)

We believe that learning a language opens doors for students. Qualifications in MFL allow students to access courses at prestigious Higher Education institutions and to mingle with students from more affluent backgrounds with confidence. Exposure to target language culture, cinema and music allows students to expand their horizons beyond their immediate surroundings and family experience.

Language learning plays a key role in the development of students' wider vocabulary, as French and Spanish words are frequently cognates for higher register English words (eg: words with Latin roots). Language learning thereby presents many opportunities to make links to English and enhance comprehension skills.

We believe that the number one purpose of language is to be able to communicate. Therefore, we do not seek to put off students with excessive focus on accuracy in the early stages of their learning. We want our students to experience success and feel confident, in order to motivate them to persevere with their learning.

We seek to develop students' open-mindedness, both to other cultures and to coping with the unknown. We know that **Ambiguity Tolerance** is an important quality to develop in our learners (see: <https://files.eric.ed.gov/fulltext/EJ1105166.pdf>) and strive to promote this at all levels by providing opportunities for students to read challenging texts and see how they can identify relevant information despite not understanding every word. We aim to equip our students with strategies for making sense of unfamiliar language.

Curriculum Implementation

Our curriculum is a 5-year process, which aims to equip our KS3 students for the challenges of the GCSE course, and prepare our most able GCSE students for the rigours of A-Level.

We have deliberately interleaved the Themes of the GCSE across the 5 years, so that students can benefit from spaced learning.

All key grammar structures needed for Foundation GCSE are introduced by mid-way through Y8, allowing plenty of time for embedding

MFL - HPS 5-year curriculum. Topics/vocabulary focus 2024-25										
	Autumn term (approx. 17 weeks)				Spring term			Summer term		Shared working across the Lionheart Trust.
	Sept	Oct	Nov	Dec	Jan	Feb	March/early April	Late April/May	June/July	
Year 7	Phonics / Alphabet / Classroom language	School Subjects, opinions, reasons. Describing teachers (personality). Describing uniform. School facilities.		Cultural unit Colours poems. Film project (Belle et Sébastien / Coco) .	Self and family Family members. Names, ages, birthdays. Appearance and personality. Pets.			House and home Saying where you live (country/location) Rooms of the house. Activities you can do in the house. Present tense and routine.		Red text = core LET topic taught across all schools in the trust in the specified year group.
Year 8	Food and drink Food and drink opinions and reasons Key verbs for talking about meals. Shopping for food Ordering food in a restaurant Narrating a past visit to a restaurant.			Sports and leisure Sports and leisure opinions and reasons. Talking about plans for next week. Talking about what you normally do. Extending sentences with extra detail. The weather - using when clauses.			Town Saying where you live/come from/were born. Saying how long you have lived somewhere. Describing a town - adjectives. Saying what there is and is not. Using modal verbs to say what you can do. Talking about typical/past/future outings in town. Invitations and excuses.	Media What devices you have. How you use the internet (in 3 tenses). TV and film preferences. Narrating a past visit to the cinema.	Purple text =Additional topic chosen as part of Humphrey's curriculum sequencing, to consolidate and extend upon language taught through the core topics.	
Year 9	Holidays Preferences - destinations, transport, accommodation, activities, weather. Tenses - perfect/preterite and near future.			Festivals and Celebrations Saying what your favourite special occasion is. Culture - learning about French/Spanish traditions. Talking about birthday/Christmas celebrations in 3 tenses. Who you celebrate with - family relationships (get on with/argue)			Education and Future Career Plans. Describing school/teachers/uniform/rules. Differences between UK and TL schools. Post-16 and longer-term plans. Authentic TL film - Les choristes / Voces inocentes.	Healthy Living Healthy living advice and nutrition. Diet and exercise in 3 tenses (spaced practice of food/sport vocabulary from Y8). Views on smoking/alcohol. What your lifestyle used to be like - imperfect tense.		
Year 10 French	Media and free time		Family, friends and relationships		Life at school		Healthy Living		Holidays and exams / speaking skills	
Year 10 Spanish	Media and free time		Holidays and exams / speaking skills		Family, friends and relationships		Healthy Living		Life at school	
Year 11 French 2025-26	Environment		Home and local area		Jobs and future plans		Revision and exam skills		Finished	
Year 11 Spanish 2025-26	Home and local area		Environment		Jobs and future plans		Revision and exam skills		Finished	
Year 11 2024-25	Social Issues - Health	Social Issues - Poverty/ Homelessness	Global Issues - Environment.	School	Future education	Careers	Revision and exam skills		Finished	Year 11 are the final year of the old specification GCSE (AQA). Topic order/assessments not identical across the LET but all schools follow AQA.
Edexcel GCSE Thematic Contexts	My personal world		Lifestyle and wellbeing		My neighbourhood		Media and technology	Studying and my future		Travel and tourism

1. The following grammar points are introduced/recapped in the different year groups as follows:
 1. **Y7** – opinions of nouns, justifications, adjective word order and agreement, *il y a / hay* + noun, *on peut / se puede* + infinitive, opinion + infinitive, near future tense, *je voudrais / me gustaría* + infinitive.
 2. **Y8** – opinion + infinitive, perfect / preterite tense, near future tense, modal verbs, sequencing structures.
 3. **Y9** – recap of Y7 and Y8 content, plus direct object pronouns, some reflexive verb structures and imperfect tense.
 4. **Y10 and 11** – Foundation = recap the same core structures across the GCSE topics. Higher = include complex language such as subjunctives, pronouns and additional verb structures.
2. We want our students to understand **questions** in order to be able to formulate their own responses. With this in mind, our **SoW are structured around questions** and lessons are designed to equip students with the knowledge and skills to answer those questions successfully.
3. Students are provided with **Knowledge Organisers** containing all of the key language for each topic.
4. Lessons are **teacher-led but student-active**. That is to say, new knowledge is usually introduced by the teacher rather than “discovered” by students, but input is given in small **chunks** with a lot of **questioning** and activities to allow students to process and apply new content.
5. Lessons focus on students **recalling** and **manipulating** language from the KOs to translate models and produce their own answers to the SoW questions.
6. Bell Work tasks frequently involve retrieval of prior learning, either from a recent lesson or from older topics.
7. We make frequent use of whole class translation games (eg: blind Os and Xs, give or keep the points) to model and practise key language structures in an engaging way.
8. **Mini-whiteboards** are used extensively for translation activities, grammar practice, and drafting of written work. This facilitates **assessment** during lessons and also boosts students' **confidence** as their initial mistakes are not permanently recorded in their books.
9. After a period of practice, we expect students to produce the language independently without support from their knowledge organisers (retrieval practice). Students write a response to the SoW question or a writing exam-style prompt in their books, within a time limit. This typically happens every 2-3 lessons.
10. Edexcel ExamWizard resources are used to expose KS3 students to **GCSE-style assessment questions in Reading and Listening**. AQA **ExamPro** booklets have been produced for all GCSE units to support development of the receptive skills. **Authentic**

resources (eg: *1jour1actu*) are also used to promote Higher Listening/Reading skills although this is an area for further development.

11. Y11 will have time dedicated on a weekly basis to enhance their **receptive skills**, to broaden vocabulary knowledge and develop Listening skills.
12. To promote students' resilience when faced with unfamiliar language in texts, we encourage the use of the **three Cs – Cognates, Contexts and Common Sense**. These are introduced from Y7 in our baseline quiz and reinforced throughout.

Metacognition (Learning Scientists):

Our curriculum has been designed with the intention of **interleaving** the Themes of the GCSE across the 5 years, so that students can benefit from **spaced learning**. Opportunities for **retrieval practice** are regularly provided, via Bell Work and receptive skills activities in class. **Elaboration** of ideas is encouraged with the “say it better” approach and through the revisiting of language and topics over both Key Stages; each time the focus is to consolidate prior learning and deepen knowledge. **Dual coding** is implemented to assist with making connections and aiding recall e.g. “hay” in Spanish is pronounced (eye), and you put your Armani in an “armario” (wardrobe). **Concrete examples** are provided to support students' comprehension of ideas.

SMSC:

1. **Spiritual** – Students are provided with the opportunity to broaden their awareness and understanding of different cultures and beliefs through learning another language. Discussions about the Lifestyle, Festivals and Celebrations in different countries encourages students to reflect on the similarities and differences with their own beliefs and culture.
2. **Moral** – Students study various themes within a global context, for instance, Family life, Work, Education and Lifestyle. They are encouraged to discuss their viewpoints and demonstrate empathy for others, whilst gaining an accurate and truthful understanding of another culture. Stereotypes and intolerance are challenged through the teaching of the language.
3. **Social** – Students are encouraged to participate in a range of activities through pair work, group work and class work. The focus is on communication and students are encouraged to “have a go” within a supportive environment, which is designed to build their confidence and resilience. Mutual respect for each other is essential as students develop their listening and speaking skills.
4. **Cultural** – Students developing an awareness of an unfamiliar culture is a fundamental aspect of learning a language. Appreciating, respecting and embracing differences is paramount and students are provided with the opportunity to

experience authentic experiences e.g. Trips abroad and access to authentic resources, in order to, allow students to open their minds and develop their cultural outlooks and awareness.

Building character:

Our aim is to continually work on developing students' resilience over the 5 years through regular low stakes testing and persistent encouragement to “have a go” at every activity. Incomplete tasks and assessments are challenged to ensure students are both academically and emotionally prepared as best they can be for their final examinations.

Cultural capital:

1. Y7 – Tourist Destinations topic, looking at destinations in French/Spanish-speaking countries.
2. Y8 – Food topic (courses in a restaurant, French/Spanish traditional dishes), film project (*Petit Nicolas / Zipi y Zape*).
3. Y9 – Festivals topic, film project (*Les Choristes, Voces Inocentes*).
4. Y10 – Customs and Celebrations, film project (*Intouchables, El Laberinto del Fauno*).

Homework:

1. We do not typically set written homework, as in-class written activities (where the teacher controls the time limit and the resources available to students) are more effective for retrieval practice, prepare students' better for exams, and are more representative of what the student can produce independently, for assessment purposes.
2. We want students to learn how to **revise effectively** starting from Y7, so require them to learn vocabulary at home, using **Spaced Learning and Retrieval Practice**.
3. Homework is then self-assessed via **weekly quizzes on the VLE**. The quizzes are either receptive or productive to promote effective retrieval in both skills.

Teachers track student engagement on the VLE and provide feedback to students using Beehive. Working hard at home = 1 reward point. A C2 is issued with the following message for students, who fail to attempt Homework (**Homework not completed by deadline (Thurs 18:00). C2 will be removed if the homework is completed and evidence (e.g. screenshot) is sent to MFL@humphreyperkins.org.uk before 8am Monday**).

Assessment:

1. Students' knowledge is assessed throughout lessons via questioning and low stakes retrieval quizzes. Mini-whiteboards are used extensively to allow all students to answer a question at the same time and for the teacher to check all answers.
2. Homework vocabulary learning is assessed weekly via the VLE.

Receptive skills:

1. At KS3, formal assessments in Listening and Reading are based on a mixture of Edexcel ExamWizard resources (accessible Foundation GCSE questions) and extended texts produced by the department.
2. At KS4, formal assessments are past GCSE papers or AQA ExamPro / Pearson resources.

Reciprocal reading:

1. Students' comprehension skills are developed with staff referring to the reciprocal reading policy - **Predict, Clarify, Question** and **Summarise**.
2. Explicit teaching of reading texts and transcripts using this structured approach aims to enhance students' reading comprehension and consequently have a positive impact on their receptive skills.

Writing:

1. Students are assessed informally through written work in their books. Where possible, this is completed without support after a period of practice and students typically complete the equivalent of 1 bullet point of a GCSE writing task.
2. Formal written assessments at KS3 are based around the GCSE 40-50-word and 80-90-word tasks (as appropriate to their stage of learning). Assessments are marked with the GCSE criteria to develop students' understanding of the requirements. Assessments are completed on green paper and are stuck in pupils' books and improved in green pen.
3. Y9 students complete a Foundation GCSE style Writing paper including all components (photo, 40-50-word, translation, 80-90-word) across a variety of topic areas, to prepare them for GCSE.
4. KS4 students are assessed using appropriate 40-50/80-90/130-150-word tasks, initially tasks designed by the department to reflect the topics taught so far, then moving on to real GCSE questions.

Speaking:

1. Students in all years complete a Speaking assessment, based around the General themes of the GCSE. These assessments are cumulative and require students to respond to questions covering the topics taught throughout that year. Students do not have scripted answers to read from and are required to be spontaneous.
2. Students are trained in the skills for Read-aloud, Role-play and Picture tasks in KS3 and these may be peer assessed in class activities.
3. Year 10 students complete a full GCSE mock speaking examination consisting of a Read-aloud, Role-play and Picture Task. Another mock takes place in January of Y11 to prepare students for their final examination.

Questioning:

1. The principle of Questioning is addressed via the SOW, which is structured around the students' ability to understand and answer questions across a range of topics.
2. Students are regularly exposed to speaking activities within lessons to promote social interaction and build their confidence.
3. A range of questioning techniques are deployed in the classroom e.g. closed and open questions, either...or...questions.
4. The "say it better" approach is applied to every level of response, in order to challenge students to achieve their best.

Curriculum Impact

Impact:

1. Last year's Y11 was impacted by the effects of their KS3 being severely impacted by Covid.
 - o Some of these students struggled to grasp the basic principles of tenses, which provide the foundations for KS4. There is a big emphasis placed on the constant practice of retrieving vocabulary and key structures from memory, which can be a challenge for some students.
 - o This method is facilitated through more teacher-led lessons, which in turn requires high standards of student behaviour and active participation, in order to maximise outcomes.

2. Reading and Listening are below national average, particularly Listening. This continues to be an area for focus and additional methods continue to be explored from the LET and relevant training from Network Meetings to develop these skills.
3. French has historically suffered from severe grading, which has been recognised by Ofqual and 2023 secured the best results we have achieved to date.
4. Currently our strategies have been very effective in developing Writing and Speaking skills, but the receptive skills need more work. We aim to do this by using ExamPro resources more consistently and by exposing students to more authentic texts, earlier.
5. Current KS3 students have stronger foundations to build upon as they have experienced our shared Trust curriculum.
6. Our ambitious shared curriculum for Y7 (starting with the topic of school, allowing for students to develop extended opinions with justifications) means that most students are able to achieve success and were able to produce a clear 40-50-word piece of writing after the first half-term. There are still a number of lower ability and SEND students who are struggling to recall and apply their learning in test conditions, although they largely have a positive attitude and demonstrate knowledge verbally in class in response to questioning.