



Curriculum Overview 2025 - 2026

MFL Department

Department	MFL
Head of Department	Mr Pastor
Department Members	Mr Stone, Mrs Patterson, Mrs Baranda, Mr Almasi
Accommodation and Resources	BC2, B2, B3, G1, G2

<p><u>Curriculum Intent</u></p>	<p>The MFL curriculum aims to deepen the knowledge of the language and the cultural awareness of the students. In that way, our students will become linguists by the end of their studies due to the understanding of the cultural differences and due to the conversational fluency they will have acquired.</p> <ul style="list-style-type: none"> - Language: This implies the knowledge of the vocabulary and grammatical structures needed to be able to engage in and understand a conversation in the target language. - Culture awareness: This implies the knowledge of the culture and tradition from the target language countries. <p>The GCSE requires KS3 basic knowledge of the language and the skills of Listening, Reading, Writing and Speaking. We use the Textbooks Dynamo 1, Dynamo 2 vert and Dynamo 2 rouge to ensure our students are KS4 ready.</p> <p>In KS4, we are using the new edition textbooks (still awaiting publication at the time of writing this) in order to fit into the brand new GCSE 2026.</p> <p>Year 7: Dynamo 1</p> <p>Year 8: Dynamo 1 (to finish) + Dynamo 2 up to Module 3</p> <p>Year 9: Dynamo 2 rouge up to Module 5</p> <p>Y10 – 11: Edexcel Pearson Module 1-4 (Y10), Module 5-8 (Y11)</p>
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Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Dynamo 1 Module 1: La rentrée.	Dynamo 1 Module 1 / 2: En classe	Dynamo 1 Module 2/3 : Mon temps libre	Dynamo 1 Module 3 / 4: Ma vie de famille	Dynamo 1 Module 4 Ma vie de famille	Dynamo 1 Module 4 & cultural knowledge
Previous knowledge recalled	No previous knowledge expected.	Phonic system How to give opinions	Phonic system How to give opinions Colours and adjective agreements	Justifying your opinions Phonic system How to give opinions Colours and adjective agreements	Giving opinions + infinitive verbs Justifying your opinions Phonic system How to give opinions Colours and adjective agreements	Practice of all knowledge in the view of the End of Year Assessment
New Knowledge	Fulston Manor Induction week Phonic system Family members Describe my classroom Giving opinions (+the) Describing myself and others	Discussing free time activities End of Module 1 Assessment School Subjects Giving opinions Xmas in France – cultural knowledge	Giving opinions about subjects + reasons School uniform A full day at school – using ER verbs French School vs British School	Assessment of Module 2 Discussing sports and activities Sport in Francophone countries Giving opinions + infinitive verbs	End of Module 3 Assessment Describe my family Discuss where I live French Breakfast	French celebrations Revision End of Year Assessment (Module 1 to 4) MFL and careers



Key Knowledge Assessment		End of Module 1 Assessment		End of Module 2 Assessment	End of Module 3 Assessment	End of Year Assessment (Module 1 to 4)
Links to literacy and numeracy	<p>Literacy: constant links as French and English have similar roots. We often use our knowledge of the English language in order to translate paragraphs. There are also references to the grammatical system using specific terms such as verbs, nouns, pronouns or adjectives...</p> <p>Numeracy: students have to be able to recognise numbers in French which is a numeracy practice for them, especially for numbers from 69 to 100 as it is using an additional system. For example: 72 is said "soixante douze" (meaning sixty twelve).</p>					
Extra-Curricular opportunities	<p>French lunch club</p>					
Links to careers/ aspirations	<p>When discussing French and English differences in language and culture, job opportunities will be mentioned. The career side of the subject occurs through conversation.</p> <p>There is a lesson specifically on careers in MFL</p> <p>Ian Proud, former diplomat who worked in 50 different countries and speaks 7 languages is coming to do an assembly about MFL and talk about the book he has written.</p>					
Links to our Fulston FAMILY values	<p>FMS and MFL share the same values:</p> <p>Fortitude: learning a new language is not easy, we encourage and support the students to be resilient</p> <p>Ambition: we encourage, praise and reward students who demonstrate ambition in understanding the language, participating in class and also with their achievements.</p> <p>Mindful: we demand the students to be mindful of their peers by setting clear rules such as "you must make mistakes in order to improve", in that way, the classroom is a safe environment.</p> <p>Integrity: we demand our students to act with integrity when discussing topics such as cultural differences but also on how they tackle Assessments.</p> <p>Leadership: we encourage and reward students to take the lead on various activities such as read-aloud tasks and/or show your work to the rest of the class</p> <p>Young citizen: we encourage and reward students who can demonstrate positive behaviour of citizenship, for instance, offering to help when distributing Ipads.</p>					



What my child will learn in Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Dynamo 1 Module 5 En ville	Dynamo 1 Module 5 + Dynamo 2 vert Module 1 Vive les vacances	Dynamo 2 vert Module 1 and 2 J'adore les fêtes	Dynamo 2 vert Module 2 and 3 loisir	Dynamo 2 vert Module 3 and 4 Le monde est petit	Dynamo 2 vert Module 3 and 4 Le monde est petit End of Year exam Cultural knowledge
Previous knowledge recalled	The modules are scaffolded to build knowledge on top of the new knowledge, for instance, discussing content in the future tense means that students need to know the present tense of aller (to go). In this curriculum design, the knowledge of Term 1 will be used and built upon in Term 2, 3, 4, 5 and 6. Even Y7 knowledge is necessary to carry on with the Dynamo 2 rouge course work.					
New Knowledge	Places in town Activities in the weekend using "aller" Making plans using "vouloir" Ordering food/drinks in a French cafe	Discussing future plans using "je vais" Dynamo 2 vert Module 1 Discussing School holidays with avoir and être Using the perfect tense (Past tense with –er verbs)	Using the perfect tense with irregular verbs Using the perfect tense with the verb "aller" Discussing French festivals Using –er verbs	Discussing what you are going to eat on a special day Discussing a future trip Discussing TV programs Discussing technology	Arranging plans with other people Discussing free time activities Discussing purchases End of Module 3 Assessment	Discussing the weather Discussing where you live using "pouvoir" Discussing how you help at home using "devoir" Daily routine
Key Knowledge Assessment		End of Module 5 Assessment	End of Module 1 Assessment			End of year Assessment (Dyn 1 Module 5 P Dyn 2 vert Module 4)
Links to literacy and numeracy	<p>Literacy: constant links as French and English have similar roots. We often use our knowledge of the English language in order to translate paragraphs. There are also references to the grammatical system using specific terms such as verbs, nouns, pronouns or adjectives...</p> <p>Numeracy: students have to be able to recognise numbers in French which is a numeracy practice for them, especially for numbers from 69 to 100 as it is using an additional system. For example: 72 is said "soixante douze" (meaning sixty twelve).</p>					



Extra-Curricular opportunities	Residential trip to Paris + lunch club
Links to careers/ aspirations	There are constant discussions on how the knowledge of specific vocabulary can have an impact on possible careers. We often refer to the career's display in class when giving specific examples in terms of professions (for example: journalism, PR or politics).
Links to our Fulston FAMILY values	<p>FMS and MFL share the same values:</p> <p>Fortitude: learning a new language is not easy, we encourage and support the students to be resilient</p> <p>Ambition: we encourage, praise and reward students who demonstrate ambition in understanding the language, participating in class and also with their achievements.</p> <p>Mindful: we demand the students to be mindful of their peers by setting clear rules such as “you must make mistakes in order to improve”, in that way, the classroom is a safe environment.</p> <p>Integrity: we demand our students to act with integrity when discussing topics such as cultural differences but also on how they tackle Assessments.</p> <p>Leadership: we encourage and reward students to take the lead on various activities such as read-aloud tasks and/or show your work to the rest of the class</p> <p>Young citizen: we encourage and reward students who can demonstrate positive behaviour of citizenship, for instance, offering to help when distributing Ipads.</p>

What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Dynamo 2 rouge Module 5 Le sport en direct	Dynamo 2 rouge Module 1 - 2 Vive les vacances	Dynamo 2 rouge Module 2 - 3 Vive les vacances	Dynamo 2 rouge Module 3 - 4 Les loisirs	Module 4	End of Module 4 + Cultural knowledge
Previous knowledge recalled	The modules are scaffolded to build knowledge on top of the new knowledge, for instance, discussing content in the future tense means that students need to know the present tense of aller (to go). In this curriculum design, the knowledge of Term 1 will be used and built upon in Term 2, 3, 4, 5 and 6. Y7 and Y8 Vocabulary will be used too. The tenses and the main verbs seen from the start of KS3 are also required.					
New Knowledge	Induction days Talking about sports Giving opinions about sports + comparative Asking for	Using “il faut” Discussing injuries & illness Asking questions + using 3 tenses Discussing holidays	Using the past tense with “aller” Discussing catastrophic holidays Writing in the present and past tense (about holiday)	Buying food at a market / transactional language Discussing future school trips Writing in the present & future tense	Discussing technology Discussing movies Discussing free times Using 3 tenses in	Describing my region (using “pouvoir”) How to help at home (using “devoir”) Discussing daily routines



	directions	Using the past tense (regular er verbs) Discussing holidays – past tense irregular verbs Why choose MFL / career lesson	Discussing festivals & celebrations	Discussing TV programs	a writing Discussing where you live	Talking about a new region with irregular adjectives Cultural knowledge
Key Knowledge Assessment		End of Module 5 assessment	End of Module 1 assessment	End of Module 2 assessment		End of year assessment (Dynamo 2 rouge Module 1 to 5)
Links to literacy and numeracy	<p>Literacy: constant links as French and English have similar roots. We often use our knowledge of the English language in order to translate paragraphs. There are also references to the grammatical system using specific terms such as verbs, nouns, pronouns or adjectives...</p> <p>Numeracy: students have to be able to recognise numbers in French which is a numeracy practice for them, especially for numbers from 69 to 100 as it is using an additional system. For example: 72 is said “soixante douze” (meaning sixty twelve).</p>					
Extra-Curricular opportunities	Lunch club					
Links to careers/ aspirations	<p>There are constant discussions on how the knowledge of specific vocabulary can have an impact on possible careers. We often refer to the career’s display in class when giving specific examples in terms of professions (for example: journalism, PR or politics).</p> <p>There is also a whole lesson specifically about possible careers in MFL.</p>					
Links to our Fulston FAMILY values	<p>FMS and MFL share the same values:</p> <p>Fortitude: learning a new language is not easy, we encourage and support the students to be resilient</p> <p>Ambition: we encourage, praise and reward students who demonstrate ambition in understanding the language, participating in class and also with their achievements.</p> <p>Mindful: we demand the students to be mindful of their peers by setting clear rules such as “you must make mistakes in order to improve”, in that way, the classroom is a safe environment.</p> <p>Integrity: we demand our students to act with integrity when discussing topics such as cultural differences but also on how they tackle Assessments.</p> <p>Leadership: we encourage and reward students to take the lead on various activities such as read-aloud tasks and/or show your work to the rest of the class</p> <p>Young citizen: we encourage and reward students who can demonstrate positive behaviour of</p>					



citizenship, for instance, offering to help when distributing Ipads.

Extended Learning Opportunities for Key Stage 3	Students are encouraged to start the learning of the official vocabulary list offered by Edexcel. The new GCSE contains 1500 to 1700 words which is a decrease compared with the previous GCSE. The earlier students start learning the vocabulary the better.
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Key Stage 4:

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 1 Media and technology	Module 1 Media and technology	Module 2 My personal world	Module 2-3 My personal world + Studying and discussing my future	Module 3-4 Studying and discussing my future + Discussing healthy lifestyle	Module 4 Discussing healthy lifestyle
Previous knowledge recalled	<p>KS4 is building upon KS3 knowledge. We are on the Edexcel course. The new GCSE is designed to make the 8 Modules “crossed” in such a way that the vocabulary and grammatical content of Module 1 will be used also across the other Modules. For instance, the Module 1 about family is necessary in Module 5 about holidays as the GCSE requires students to discuss the preference of going on holiday with friends and/or family and why.</p> <p>The grammatical knowledge between each module is fairly consistent and similar – making the students confident in the use of the 3 tenses. The vocabulary the students will come across will be different.</p>					
New Knowledge	Discussing me, my friends and family.	Finishing Module 1 and introduce exam skills (Speaking)	Discussing free time activities in the 3 tenses	Finishing Module 2 + Discussing school life	Finishing Module 3 + Discussing healthy lifestyle	Finish Module 4.
Key Knowledge Assessment	-	End of Module test - Reading Listening Writing		End of Module test - Reading Listening Writing	PPEs Reading – Listening – Writing - Speaking	
Links to literacy and numeracy	Reference to grammatical terms similar in English which will strengthen the literacy skills of the students – also reference to Etymology which can help with spelling.					
Extra-Curricular opportunities	lunch club + workshop with Ian Proud.					
Links to careers/ aspirations	There are constant discussions on how the knowledge of specific vocabulary can have an impact on possible careers. We often refer to the career’s display in class when giving specific examples in terms of professions (for example: journalism, PR or politics).					
Links to our	FMS and MFL share the same values:					



Fulston FAMILY values	<p>Fortitude: learning a new language is not easy, we encourage and support the students to be resilient</p> <p>Ambition: we encourage, praise and reward students who demonstrate ambition in understanding the language, participating in class and also with their achievements.</p> <p>Mindful: we demand the students to be mindful of their peers by setting clear rules such as “you must make mistakes in order to improve”, in that way, the classroom is a safe environment.</p> <p>Integrity: we demand our students to act with integrity when discussing topics such as cultural differences but also on how they tackle Assessments.</p> <p>Leadership: we encourage and reward students to take the lead on various activities such as read-aloud tasks and/or show your work to the rest of the class</p> <p>Young citizen: we encourage and reward students who can demonstrate positive behaviour of citizenship, for instance, offering to help when distributing I pads.</p>
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What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 5 Travel and tourism	Module 5-6 Travel and tourism + discussing the environment	Module 6-7 Discussing the environment + describing my local area	Module 7-8 Describing my local area + my plans for the future.	Revision	/
Previous knowledge recalled	<p>KS4 is building upon KS3 knowledge. We are on the Edexcel course. The new GCSE is designed to make the 8 Modules “crossed” in such a way that the vocabulary and grammatical content of Module 1 will be used also across the other Modules. For instance, the Module 1 about family is necessary in Module 5 about holidays as the GCSE requires students to discuss the preference of going on holiday with friends and/or family and why.</p> <p>The grammatical knowledge between each module is fairly consistent and similar – making the students confident in the use of the 3 tenses. The vocabulary the students will come across will be different.</p>					
New Knowledge	Discussing Holiday in the 3 tenses	End of Module 5 + Discussing environmental issues	End of Module 6 + Discuss my local area.	End of Module 7 – Discuss future plans.	Revision / practice	/
Key Knowledge Assessment	(Prep for the speaking PPEs)	End of Module test - Reading Listening Writing	End of Module test - Reading Listening Writing	End of Module test - Reading Listening Writing		
Links to literacy and numeracy	Reference to grammatical terms similar in English which will strengthen the literacy skills of the students – also reference to Etymology which can help with spelling.					
Extra-Curricular opportunities	lunch club + workshop with Ian Proud					
Links to	There are constant discussions on how the knowledge of specific vocabulary can have an impact on possible careers.					



careers/ aspirations	We often refer to the career's display in class when giving specific examples in terms of professions (for example: journalism, PR or politics).
Links to our Fulston FAMILY values	<p>FMS and MFL share the same values:</p> <p>Fortitude: learning a new language is not easy, we encourage and support the students to be resilient</p> <p>Ambition: we encourage, praise and reward students who demonstrate ambition in understanding the language, participating in class and also with their achievements.</p> <p>Mindful: we demand the students to be mindful of their peers by setting clear rules such as “you must make mistakes in order to improve”, in that way, the classroom is a safe environment.</p> <p>Integrity: we demand our students to act with integrity when discussing topics such as cultural differences but also on how they tackle Assessments.</p> <p>Leadership: we encourage and reward students to take the lead on various activities such as read-aloud tasks and/or show your work to the rest of the class</p> <p>Young citizen: we encourage and reward students who can demonstrate positive behaviour of citizenship, for instance, offering to help when distributing Ipads.</p>

Extended Learning Opportunities for Key Stage 4	<p>Workshop with Ian Proud (MI6 day)</p> <p>Students must be organised in the learning of the official vocabulary list offered by Edexcel. The new GCSE contains 1500 to 1700 words which is a decrease compared with the previous GCSE. The earlier students start learning the vocabulary the better.</p>
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Curriculum Impact	<p>By the end of KS4 the students will be effective communicators in French. They will also be aware of cultural differences due to the inclusion and diversity present in the GCSE topics.</p> <p>Being an effective communicator in a foreign language also implies gaining valuable skills which are in high demand in the world of work. Skills such as:</p> <ul style="list-style-type: none"> - Problem solving - Social intelligence skill - Better memory - Creative thinking - Boost in confidence - Increased attention span - Improved listening skills - Adaptability - Improved non-verbal intelligence
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