

**Quality of Education:** Curriculum is planned and sequenced so that new **knowledge** and **skills** build on What has been taught before and towards its clearly defined end points.



| SUBJECT: <b>MFL</b>   |                                | CURRICULUM PROGRESSION PATHWAYS  |                                | CL: <b>Mrs E. Baiao</b>  |  |   |   |
|---|--------------------------------|--|--------------------------------|--|--|---|---|
| KS3 (Level 1)   | KS4 (Level 2) GCSE Edexcel MFL | KS5 (Level 3) A-Level Edexcel MFL  | Further Education and training | Careers  |  |   |   |
| <p><b>Knowledge:</b><br/>Basic introductions and greetings<br/>Discussing school and expressing opinions<br/>Describing yourself and others.<br/>Describing likes and dislikes<br/>Talking about hobbies and interests<br/>Describing your house and the local area where you live<br/>Talking about holidays<br/>Healthy lifestyles<br/>Daily routine<br/>Introduction to culture – food, festivals and past times<br/>Discussing media</p> <p><b>Skills:</b><br/>Expressing and giving opinions<br/>Justifying opinions<br/>Linking ideas using connectives<br/>Expressing basic ideas in three tenses (past, present, future)<br/>Reading for gist and detail<br/>Using basic inference during listening tasks</p> |                                | <p><b>Knowledge:</b><br/>Evaluating differences between school systems<br/>Discussing trends in hobbies and media consumption. Pros and cons of technology.<br/>Describing relationships with family and friends. Looking at difficulties within relationships<br/>Evaluating where we live and what it can offer others.<br/>Transactional language around holidays<br/>Discussing the world of work<br/>Discussing the environment and global issues<br/>Deeper focus on differences within culture and customs with a focus on different festivals and routines</p> <p><b>Skills:</b><br/>To manipulate tenses successfully, adding in the pluperfect, imperfect, the preterite and gerunds<br/>Expressing complex ideas with justifications<br/>Writing for different purposes<br/>Using inference to understand longer listening texts<br/>To begin to talk spontaneously about familiar topics<br/>Reading longer texts about some unfamiliar topics and use reading skills to infer meaning</p> |                                | <p><b>Knowledge:</b><br/>In depth knowledge of culture and history of the country studied, beyond the history GCSE syllabus<br/>Study of literature<br/>Study of a film<br/>An analysis of the political situation of the country and issues facing them in modern society<br/>Discussing social issues such as poverty, homosexuality, inequality and social injustice<br/>Looking at the human impact on our global environment and evaluating current practices to help where we live</p> <p><b>Skills:</b><br/>Writing convincingly for different purposes – to persuade, entertain or inform<br/>Producing a review of a film and book showing understanding of plot and purpose of book/film<br/>Talk spontaneously about familiar and unfamiliar topics<br/>Understand authentic listening materials and complete comprehension questions<br/>Read and understand authentic materials</p> |  | <p>GAP years and Erasmus years during university courses can be spent abroad</p> <p>Voluntary evening courses at Wensum Lodge/UEA</p> | <p>Translation</p> <p>Interpreting</p> <p>Working in Spanish/German/French speaking countries</p> <p>Teaching</p> <p>German Engineering</p> <p>Tourism</p> <p>Hospitality</p> <p>Finance</p> <p>Trade</p> <p>Travel</p> <p>Linguistics and research</p> <p>Speech therapy</p> |

Core knowledge and skills mapped across the curriculum