



IAG and SMSC within the MFL Curriculum

Dept: MFL	Spiritual: In MFL students are encouraged to: <ul style="list-style-type: none"> ● explore different cultures and traditions from around the World - with an emphasis on German and Spanish-speaking countries ● embrace, accept and celebrate different cultures and beliefs. ● reflect on their own their own beliefs and the beliefs of others ● learn more about themselves and explore the world around them ● reflect on their learning 	Moral: In MFL students are encouraged to: <ul style="list-style-type: none"> ● discuss moral issues in a global society context ● challenge and question stereotypes regarding nationality and culture ● investigate and give their own opinions about moral and ethical issues ● accept and understand the viewpoints of others 	Social: In MFL students are encouraged to: <ul style="list-style-type: none"> ● work collaboratively using each other as a learning tool ● consider the impact of different modes of expression e.g address ● interact and communicate effectively in the target language in a range of contexts ● take risks with the target language and learn from their mistakes ● develop strong interpersonal and communication skills necessary to function and work in a multicultural society 	Cultural: <ul style="list-style-type: none"> ● In MFL students are encouraged to: ● explore different customs and traditions ● understand cultures represented in Europe and elsewhere in the world ● explore world culture provided by television, travel and the internet ● understand that cultures are always changing ● value cultural diversity ● break through linguistic and cultural barriers, dispel myths ● reflect on how different cultures are portrayed in
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			<ul style="list-style-type: none"> ● develop resilience 	<p>textbooks and authentic resources from magazines, newspapers,</p> <ul style="list-style-type: none"> ● travel abroad to experience different cultures first hand
	<p>TRIPS to GERMANY AND SPAIN. Students are encouraged to explore customs, daily life, food, traditions etc.. of people from other German and Spanish-speaking countries (not just European countries). TERM 2 (Germany) TERM 6 (Spain and Germany)</p> <p>LANGUAGES CLUB - ongoing</p> <p>CELEBRATION OF 43 LANGUAGES SPOKEN AT EPCS/ MFL ASSEMBLY TERM 3</p> <p>ANNUAL CELEBRATION OF EUROPEAN DAY OF LANGUAGES - TERM 1</p> <p>YEAR 9 CRISSCROSS DAY - BURKINA FASO TERM 3</p> <p>LATIN WORKSHOP - TERM 6</p> <p>“HOLIDAY” LANGUAGE WORKSHOP FOR PARENTS - TERM 6</p>			
Year 7	<p>Students learn how to:</p> <ul style="list-style-type: none"> ● understand religious celebrations and festivals in German and Spanish-speaking countries (term 2, term 3, term 4) ● develop confidence in their abilities ● perform in front of the class and speak about their Fairy tale family in the target language. (term 2) ● reflect on their learning through structured self and peer assessed activities (every term) 	<p>Students learn how to:</p> <ul style="list-style-type: none"> ● express opinions ● justify ideas ● listen with focus ● ask questions <p>(all terms for every topic)</p>	<p>Students learn how to:</p> <ul style="list-style-type: none"> ● communicate in the target language through role play, language learning games/competitions: group work, pair work. ● communicate effectively with each other in the target language ● develop resilience and a “have a go” attitude 	<p>Students learn about:</p> <ul style="list-style-type: none"> ● Germany/Spain e.g <i>geographical location, famous traditions etc..</i> (Term 1 - geography) <p>They can understand:</p> <ul style="list-style-type: none"> ● school systems (term 5) ● types of housing (term 3) ● towns/cities (term 4) ● famous landmarks (term 1 and 4) <p>in German/Spanish-speaking countries</p> <p>Students access:</p>

	<ul style="list-style-type: none"> listen carefully to the ideas of other students 			<ul style="list-style-type: none"> authentic materials (term 5 and 6) creative writing in German/Spanish (term 6) <p>ENRICHMENT projects focus on encouraging independent research into the culture of German/Spanish-speaking countries <i>e.g music, famous people, literature, TV, film, food</i> ALL TERMS</p>
Year 8	<p>Students learn how to:</p> <ul style="list-style-type: none"> understand religious celebrations and festivals in German and Spanish-speaking countries develop confidence in their abilities in 4 key skills areas: listening, speaking, reading and writing perform in front of the class reflect on their learning through structured self and peer assessed activities listen carefully to the ideas of other students 	<p>Students learn how to:</p> <ul style="list-style-type: none"> understand and explain the importance of healthy eating (term 1) make a complaint (term 2) make resolutions for a healthier diet (term 1) explain and justify ideas about technology usage (term 4) understand the growing demand for language skills in the 	<p>Students learn how to:</p> <ul style="list-style-type: none"> communicate in the target language through role play, language learning games/competitions: group work, pair work. communicate effectively using a range of transactional language on a variety of topics including ordering food, making a complaint, discussing future plans, talking about holidays develop resilience and a “have a go” attitude 	<p>Students learn about:</p> <ul style="list-style-type: none"> Regional and local dishes in German/Spanish-speaking countries (term 1/2) Eating out in a German/Spanish speaking country (<i>understanding menus/etiquette etc..</i>) (term 1 and 2) Holiday destinations in German/Spanish-speaking countries (term 6) Careers with languages (term 3) The importance of

	<ul style="list-style-type: none"> reflect on and discuss future plans hypothesise about a future holiday 	<p>workplace and global economy (term 3)</p> <ul style="list-style-type: none"> discuss future aspirations (term 3) understand that different personality types are suited to different jobs (term 3) ask questions on a range of topics 		languages in the workplace (term 3)
Year 9	<p>Students learn how to:</p> <ul style="list-style-type: none"> develop confidence in their abilities in 4 key skills areas: listening, speaking, reading and writing perform in front of the class (term 3) reflect on their learning through structured self and peer assessed activities (ongoing) listen carefully to the ideas of other students (ongoing) 	<p>Students learn how to:</p> <ul style="list-style-type: none"> express positive and negative opinions justify ideas and opinions listen with focus ask questions compliment others (term 1) make excuses (term 2) 	<p>Students learn how to:</p> <ul style="list-style-type: none"> apply transactional language in different real life contexts e.g buying clothes, ordering tickets, at the doctors... (term 3) greet appropriately and understand interjections in speech (term 1) understand extended conversations e.g at the train station/doctors/cinema.. (term 3) 	<p>Students learn about:</p> <ul style="list-style-type: none"> different festivals (term 4) "the high street" (term 3) fashion changes (term 5) traditional costume (term 5) authentic signs around town (term 3) differences in transport systems (term 3) key landmarks (term 3) TV/cinema guides (term 1) <p>in German/ Spanish speaking countries</p>
Year 10	Students learn how to:	Students learn how to:	Students learn how to:	Students learn about:

	<ul style="list-style-type: none"> • give opinions and justifications about a variety of topics including marriage, the role of the family, the dangers of the internet etc.. • develop confidence in their abilities in 4 key skills areas: listening, speaking, reading and writing • reflect on their learning through structured self and peer assessed activities 	<ul style="list-style-type: none"> • understand and express complex opinions • justify ideas and opinions <p>on the following topics:</p> <ul style="list-style-type: none"> • school rules (term 3) • pressures facing young people at school (term 3) • describe the dangers of smoking alcohol and drugs (term 2) • importance of maintaining a healthy lifestyle (term 2) • pros and cons of marriage (term 1) • consider future plans (term 4) • talk about holidays (term 5) 	<ul style="list-style-type: none"> • communicate spoken and written language effectively using a range of tenses and giving opinions on a range of topics. 	<ul style="list-style-type: none"> • family relationships (term 1) • healthy lifestyles (term 2) • cultural differences with food (term 2) • school systems in Spain/Germany (term 3) • future plans/aspirations (term 4) • explore festivals from German/Spanish speaking countries (term 6)
Year 11	<ul style="list-style-type: none"> • give opinions and justifications about a variety of topics including: the environment, global issues, charity work, homelessness and social issues (term 1+2) • develop confidence in their abilities in 4 key skills areas: listening, speaking, reading and writing • reflect on their learning 	<p>Students learn how to:</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> • understand and express complex opinions • justify ideas and opinions <p>on topics such as:</p> <ul style="list-style-type: none"> • the environment (term 1) • social issues (term 2) 	<p>Students learn how to:</p> <ul style="list-style-type: none"> • communicate spoken and written language effectively using a range of tenses and giving opinions on a range of topics including: social issues, poverty, homelessness, voluntary work... 	<p>Students learn about:</p> <ul style="list-style-type: none"> • global environmental issues (term 1) • poverty (term 2) • charity work (term 2) • voluntary work (term 2) • social issues affecting young people (term 2) • technology: the pros and cons (term 3)

	through structured self and peer assessed activities	<ul style="list-style-type: none">• homelessness (term 2)• poverty (term 2)• charity work (term 2)• global and local campaigns (term 1)• pros and cons of social media (term 3)		
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