

CURRICULUM SUBJECT OVERVIEW – Modern Foreign Languages



‘You never understand one language until you understand at least two.’ - Geoffrey Willans

‘Through Faith, Friendship and Fun we Learn and Grow’

In Modern Foreign Languages, this vision fosters a global perspective where Faith is expressed through a deep respect for God's diverse world and the celebration of different cultures and traditions. Friendship is at the heart of the subject as pupils learn to communicate and build bridges with others, practicing empathy by seeing the world through someone else's linguistic lens. The curriculum prioritises Fun through interactive songs, games, and role-play that make the challenge of a new language an enjoyable adventure rather than a daunting task. As children Learn new vocabulary and grammatical structures, they significantly Grow in confidence and outward-looking curiosity, developing the courage to step outside their comfort zone and the resilience to keep trying even when pronunciation is tricky.

Spirituality

Modern Foreign Languages promote spirituality by opening a "window on the world," fostering a sense of awe and wonder at the vast diversity of human culture and communication. By learning to express themselves in a new tongue, pupils develop deep empathy and a sense of global belonging, breaking down barriers to understand the shared "inner self" that exists across different nations. The subject encourages a reflective mindset as children compare their own lives with those of others, appreciating the beauty of different traditions and the common values that unite us. Furthermore, the challenge of mastering new sounds and structures builds a resilient spirit, as pupils find the courage to step outside their comfort zone and discover the joy of connecting with the wider human family.

Intent	Implementation	Impact
At Defford, all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. All of our pupils will be working towards becoming life-long language learners.	We have created a dynamic programme of study that will ensure the foreign language knowledge of our pupils progresses within each academic year. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar are covered in an age-appropriate way across Key Stage Two. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. All classes will have access to a very high-quality foreign languages curriculum using the Twinkl scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage Two and introduced in Key Stage One. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.	Our MFL curriculum accelerates cognitive development by strengthening executive function, focus, and memory retention in young learners. It significantly enhances native literacy and oracy, as building a foundation in phonics, vocabulary, and grammar boosts a child's metalinguistic awareness and general decoding skills. Beyond academic performance, an effective curriculum builds vital cultural capital and empathy, fostering global-mindedness and communication confidence before pupils transition to secondary school. Ultimately, by establishing robust language-learning strategies early on, it ensures a seamless transition to Key Stage 3 and sparks a lifelong curiosity about the wider world.

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak	Getting to know you	All about me	Food, Glorious Food	Family and Friends	Our school	Time
<i>Reason</i>	<i>This unit serves as the essential linguistic baseline, introducing core survival language like greetings, names, and feelings to build immediate speaking confidence. It establishes the foundational phonics and conversational routines necessary for all future French interaction.</i>	<i>By focusing on personal details like age, body parts, and basic descriptions, this unit allows pupils to apply their new language skills directly to themselves. This concrete, self-centric focus matches the developmental stage of Lower Key Stage 2 learners, making the vocabulary highly relevant and memorable.</i>	<i>This unit introduces the crucial grammatical concepts of nouns, gender, and expressing simple preferences ("I like/dislike") through a highly engaging, concrete topic. It also offers a natural gateway to exploring French culture, healthy eating, and daily customs.</i>	<i>This unit expands the pupils' linguistic scope from the self to their immediate social circle, teaching them how to describe others and use possessive adjectives. It deepens social communication skills while reinforcing high-frequency vocabulary in a familiar, real-world context.</i>	<i>By using the immediate classroom environment as a learning stimulus, this unit contextualises nouns, prepositions, and instructions that pupils can use every single day. It bridges the gap between learning French and experiencing it practically within their routine school life.</i>	<i>Introducing numbers, days of the week, and routine times develops essential cross-curricular links with mathematics and telling the time. It challenges pupils to structure sentences chronologically, providing a vital stepping stone for discussing schedules and daily routines.</i>
Ash	Pleased to meet you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
<i>Reason</i>	<i>This unit elevates basic Lower Key Stage 2 greetings into formal, sophisticated introductions and transactional dialogues. It introduces the vital linguistic shift between informal (tu) and formal (vous) modes of address, ensuring pupils understand social etiquette and register in French culture.</i>	<i>Moving beyond simple physical traits, this unit challenges pupils to use a wider range of adjectives, personality descriptors, and compound sentences to express identity. It introduces complex agreements for gender and pluralization, requiring pupils to manipulate grammatical structures with greater accuracy and independence.</i>	<i>This unit advances the topic of food by introducing café and restaurant role-play, focusing on authentic transactional language and polite requests (je voudrais). It shifts the grammatical focus to partitive articles (du, de la, des) and quantification, allowing pupils to express precise choices rather than simple likes or dislikes.</i>	<i>This unit deepens the study of relationships by requiring pupils to compare and contrast different people, discuss occupations, and describe pets in detail. Grammatically, it reinforces possessive adjectives and third-person verb conjugations, moving the focus from self-description to objective reporting.</i>	<i>Pupils transition from simply naming classroom objects to expressing nuanced opinions about school subjects, timetables, and justifications (parce que). It mirrors the pupils' own upcoming transition to secondary school, contextualising French through authentic comparisons of the UK and French education systems.</i>	<i>This ambitious unit uses history and historical figures as a hook to introduce chronological sequencing on a grander scale. It develops advanced reading and listening comprehension skills, challenging pupils to decode past events, use numbers into the thousands, and expand their overall vocabulary breadth.</i>

Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
<i>Reason</i>	<i>This unit expands pupils' geographical vocabulary by introducing local places, landmarks, and addresses. It explicitly targets the national curriculum goal of describing where you live while embedding critical grammar points like masculine/feminine nouns and the existence phrases "il y a" and "il n'y a pas de".</i>	<i>Focused on transport and directions, this unit teaches pupils how to ask for and follow simple navigation instructions. It promotes active, physical language learning and builds functional conversation skills needed to explain how they travel to school.</i>	<i>This unit moves vocabulary into transactional, real-world contexts by teaching the names of fruits, vegetables, and clothing items. It introduces the highly versatile verb "faire" and uses interactive marketplace role-play to teach pupils how to ask for prices and complete basic monetary transactions.</i>	<i>This unit provides a vital macro-level geographical perspective, shifting focus from the local town to global continents, countries, and climates. It helps pupils develop an awareness of French-speaking nations beyond France, building essential cultural capital and expanding their map-reading vocabulary.</i>	<i>Building on earlier chronological foundations, this unit introduces more complex time-telling structures, schedules, and daily routines. It provides strong cross-curricular links with mathematics and challenges pupils to listen to, read, and state precise times of the day.</i>	<i>This final unit bridges personal interests with conversational fluency by teaching pupils how to express opinions on sports, leisure activities, and travel. It consolidates prior learning by combining verbs, pronouns, and adjectives into compound sentences that allow pupils to talk about their free time creatively.</i>
Ash	Let's visit a French town	Let's go shopping	This is France	All in a day	Our precious planet	More to explore
<i>Reason</i>	<i>This unit elevates basic geographical vocabulary into complex spatial mapping and route-planning. It challenges pupils to interpret authentic French signage, give multi-step directions, and use ordinal numbers while understanding how third-person verbs change based on the subject.</i>	<i>Moving beyond simple item names, this unit focuses on full conversational independence in complex transactional scenarios. Pupils practice conjugating highly irregular verbs like "faire", navigate real-world pricing structures, and use polite conditional requests during immersive marketplace roleplay.</i>	<i>This unit explicitly delivers on the cultural capital mandate of the national curriculum by immersing pupils in France's unique geography, regions, and landmarks. It provides a macro-level overview that connects language learning to geopolitical facts, improving reading comprehension through authentic non-fiction texts.</i>	<i>This unit focuses on advanced daily routines and time management, requiring pupils to seamlessly combine time, reflective actions, and personal schedules. It introduces reflexive verbs and builds the fluency necessary for pupils to compare their own daily habits with those of francophone peers.</i>	<i>By anchoring vocabulary to global environmental issues, climate change, and sustainability, this unit applies language learning to deep, abstract concepts. It introduces future projections and imperative phrasing, encouraging pupils to debate and voice urgent global opinions in a foreign language.</i>	<i>Acting as a cumulative capstone for Upper Key Stage 2, this unit revisits and stretches the core grammar pillars established throughout the primary years. It encourages independent dictionary navigation, complex idiom usage, and creative language manipulation to ensure pupils are fully primed for the Key Stage 3 transition.</i>