



Subject: MFL

Student Development (Personal Development) and Curriculum Mapping				
Year Group	Be Respectful (Character)	Have an Understanding (Community, Equality, Diversity and Inclusion)	Have Affection and Humour (Mental Health and Well Being)	Be Independent and Resilient (Careers, Aspirations and Preparation for Adulthood)
Year 7 & 8	<p>Students enter another world – the one of the language they are studying. It englobes a different type of phonics, a different culture than the British culture, a different language structure than English. Learning a new language opens their mindset. Students learn how to respect the language when they speak it and when they write it, plus how to recognise and give respect to the native speakers around the school, and finally how to respect each other in the classroom, by not mocking them if they do not pronounce properly for example.</p> <p>When they are learning about how to describe themselves and others, they are learning about Character.</p>	<p>As a start, students develop an understanding of their own language when they learn a new one.</p> <p>At the same time, they develop a better understanding of the world around them: in their own classes, there are classmates from different origins, members of staff from different origins. Then widening it to the whole school and to the whole city, London being a multicultural capital.</p> <p>In their first two years of study, students learn to describe their area. They understand better</p>	<p>Students show affection when they are considerate of each other's pace. They learn how not to shout out answers when the teacher asks a student directly, so that each student can shine and feel valued in the MFL lessons.</p> <p>Students also keep learning how to ask the teacher when they are stuck, so that they do not feel alone when facing a challenging task and they keep developing a positive attitude towards the MFL subject.</p>	<p>The preparation of the European Day of Languages with MFL students from all year groups (y7 to y13) equips them with a Voice (own prayers where they can express themselves), journalist skills (research about the origins of the event), leadership skills (facing the whole school to speak out/read out loud.</p> <p>-Development of the Research skills for all when asked to look for information, for example the biography of a cultural icon.</p>



		<p>their surrounding and the community they are a part of.</p> <p>Also, they understand that they are part of a bigger picture, in terms of Geography (cross-curriculum). They learn the countries and how to describe holidays abroad. They manipulate the language to describe positive and negative experiences, enriching their specific vocabulary.</p>	<p>When studying the “Celebrations” topic in y8, students show affection towards their peer while learning about the religious and traditional celebrations. Students being celebrated that way feel valued. It helps with Inclusion.</p>	<p>-Development of the Independent and Analytical skills when encouraged to use a dictionary in the classroom and asked to do a MFL homework at home involving thinking, comparing, retrieving, ...</p> <p>-Development of the subject interest, encouraging to keep studying further, thanks to the outing to the cinema, where students watch a movie in another language (IntoFilm Festival).</p>
<p>Year 9</p>	<p>Exploring the differences via different topics (family, friends, school, lifestyle, ...) teaches the students how to respect the people in front of them. How to be tolerant.</p>	<p>A range of topics are being discussed. As different types of families. Students understand that not all families are the same, however we are all part of the community.</p> <p>As well, they understand the differences between the British</p>	<p>On the topic of lifestyle, students understand how sports can help with the Well Being and Mental Health. They are encouraged in each year group to attend an after-school club.</p> <p>One in place at the beginning of the year and for all year groups</p>	<p>Same as above +</p> <p>Students visit a university to get an idea of how the study of Languages could help them in their future Career. It is also a powerful tool to decide of the options in Y10.</p>



		<p>school system and the one in another country.</p> <p>When studying the lifestyle, they understand that they have choices and explore what are the good choices, compared to the wrong ones.</p>	<p>is “Singing in another language”♪</p>	
<p>Year 10 & 11</p>	<p>Students learn about the environment, how to respect it, and then transfer their learning outside of the classroom by protecting the environment themselves – and teaching others how too.</p>	<p>Students understand how technology can be helpful, but at the same time harmful. They can reflect on their own use and adjust. Again, it is about making the right choices!</p> <p>As well, they explore how to be more helpful in the society – they take some time to analyse the social issues faced locally and globally.</p>	<p>When studying the social issues, students are led to question the people around themselves: in what conditions live those in the streets, for example?</p>	<p>Same as above + : Opportunity to attend some linguistic workshops, teaching an extra language, the same one or some culture.</p>
<p>Year 12 & 13</p>	<p>With the topics of Immigration, students reflect on the world around us and understand that all human beings are valuable, deserve Respect and can bring a positive impact on the society.</p>	<p>Students explore some topics in-depth, such as the different family structures, but also how it has been changing, what is subject to controversy, what is</p>	<p>Through the study of negative impact on people’s lives due to a political climate for example (to mention only one), students learn compassion, understand how other people could feel.</p>	<p>-Cf. above the mentions of : “The European Day of Languages”.</p>



	<p>Also, within the two years of study, they explore the impact of lack of respect on societies, how it could lead to some socio-cultural changes, to mention only those two. The gender equality or the racism are studied, for example.</p>	<p>considered as “acceptable” and “non-acceptable” in society, ...</p> <p>They also explore the political, artistic, and historical backgrounds of the societies where the languages they are learning are spoken. They get some advanced knowledge on key-people and key-facts which built keep building today’s society.</p>		<p>-Cf. above the mention of “the development of the subject’s interest”.</p> <p>-Development of the Research skills and Analytical skills via the Independent Research</p> <p>-Development of the Independent skills by asking students to keep reading the latest articles about the topics studied.</p> <p>-Development of the analytical skills when analysing the works (novel and movie).</p>
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