

CURRICULUM INTENT

FACULTY: MFL

SUBJECT: FRENCH

“To deliver a world class education to our students.....”

Exceptional Outcomes For Pupils

Develop a workforce for the 21st Century

Provide opportunities for students to change their world.

Curriculum Intent

Knowledge Rich

Focus On Mastery

**Emphasis on long term
memory and recall**

Inclusion

Maximises the impact of Assessment

Intro, and rationale behind what we have chosen to include:

The aim of the MFL curriculum is to enable our language students to develop the skillset to becoming independent language learners and engage with this newfound deepened curiosity for language encouraged through high quality learning and teaching experiences. We intend to challenge students to think, act and speak like those working in the field would. We do this by equipping all our students with the knowledge and skills to thrive and succeed in language learning; encouraging and inspiring them with quality first teaching, broadening their awareness of other countries and communities and providing opportunities for participation in a broad range of linguistic and cultural educational experiences. We intend to develop our learners to be passionate linguists, resilient, independent learners and confident speakers of French. We also intend to give our students the opportunity to enjoy learning languages, develop a strong awareness of the culture of French-speaking countries and benefit from opportunities to experience aspects of the culture through educational visits to France and the regular use of authentic materials.

The MFL faculty believe that a high-quality languages education fosters pupils’ curiosity and deepen their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing and use the target language for real purposes. It also aims to provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Curriculum progression and high-level sequencing explained with examples:

As we begin the language journey in year 7, it is essential that we fill the gap between pupils’ knowledge of French as most enter the school with none/very limited vocabulary knowledge. Our focus at the start is ‘common word’ vocabulary that needs to be embedded into our long-term memory in order to build upon this in future topics. For instance, when learning the basics, we study numbers, phonics, alphabet, key verbs which all play a vital part in a language learning journey. We then study topics which they can relate to, being able to tell others about themselves, their family, hobbies home and school. This content is meaningful to them and they are constantly building up vocabulary needed for their next stages of the curriculum. Pupils are constantly encouraged to recall knowledge from each topic as we go through the Year 7 journey. The basics will be embedded throughout their whole KS3 journey and constantly used, as we then lead in to the topic of self and family we develop their ability to write in sentences, then paragraphs in a new language. The next topic on free time will interleave the 2 prior topics by allowing pupils to talk about differences in opinions of hobbies between themselves and their family, as well as using their knowledge of describing others to tell us about their favourite sports idol. As we continue, they build up the knowledge to talk about their house and town, again addressing previous topics as they recall vocabulary from the free time topic by stating not only what their town and house looks like, but also what activities they can do at home and within their town. Finally, we discuss their school, linking the topic of home as they discuss their school building and facilities, linking activities back in as they learn to talk about what they do at break times with friends and finally linking back to descriptions when discussing their teachers and why they like their subjects. These topics are all chosen to deepen pupil’s curiosity for the language, demonstrate that the basic knowledge of languages can open up new horizons and to hopefully encourage them to use this language if they meet with others of a different language.

As a department we define the knowledge our students need and help them recall it by carefully planning their progression through our curriculum with content and skills clearly defined in our schemes of work which revisit and build on existing knowledge. For example, the Year 8 curriculum develops the use of regular verbs, their conjugations, tenses and develops a Year 7 understanding into something slightly more complex. In year 8 students will learn about the importance of media and technology in our everyday life, explore the topic of identity and friendships, before ending with a topic their local area, town and house.

We intend to be very clear from the outset that we teach grammatical structures, syntax and vocabulary. We aim to use the correct terminology and make explicit links to English and other foreign languages' grammatical structures and vocabulary. This is further exemplified through our Year 9 teaching which expands and defines the knowledge extracted from Years 7 and 8 and is put into practice through regular assessment. In Year 9 the students begin by recycling their prior knowledge of family members from Year 7 and link it with family relationships in the topic 'Family and Relationships'. Instead of primarily learning vocabulary and key phrases as you would in Year 7, this topic focuses on discussing family issues, relationships between friends and siblings and develops a dialogue as to why these issues could be happening based on personality and adolescence. The components in Year 9 delve deeper into societal aspects such as 'Social Media' which enables students to discuss how they spend their free time using the internet and social media. This topic acts as a springboard into developing students' ability to debate the advantages and disadvantages of a theme and content they are passionate about. Students are introduced to more challenging vocabulary and grammar with their initial foundation still there to rely on. Year 9 students will also have the opportunity to compare customs and festivals and build their cultural capital and ending the year with the topic of house & town life which they have already covered in year 7 & 8 but they will be expected to study them more in depth. These topics differ from Year 8 as simplified answers are no longer accepted, it is more important to be able to give an opinion and justify your reasoning as to why you have given a certain answer. By using debate within the classroom as a tool for students to produce opinions and justify their responses they are able to communicate their ideas more efficiently and coherently. By the end of year 9, students will have been exposed to a variety of content and vocabulary that stems to infiltrate their prior knowledge and allow them to build and justify their own opinion with reasoning. As far as the communicative approach is concerned, we encourage all students to enjoy transactional French and enjoy elements of French culture throughout the course and in particular in the topic of Travel and Tourism. Of those students who choose to pursue French into KS4 will be well-equipped to tackle GCSE content because the transferable skills developed through from Year 7 to Year 9 only act as a solid foundation to more challenging language learning. Encouraging students to learn language this way, will enable them to become more open and confident to developing their individuality and sense of self.

Overall, the journey we take allows pupils to go from one-word level, to sentences and then to paragraphs by allowing them to confidently build up their vocabulary bank, improving their language skills. When considering the sequence of learning, key words are also carefully considered (identified in our medium term planning) to ensure the 'common words' are embedded well; key thresholds that are needed in order to allow progression. Pupils see these key words at the start of each lesson; they are discussed, noted down and seen throughout their lessons. Vocabulary is also constantly reviewed through a starter focusing on vocabulary recall and all vocabulary is noted in the medium term plan to ensure consistency within the department. We intend to use the Dual Coding Theory to commit knowledge in students' long-term memory. We believe that verbal and visual stimuli can be connected to create associative connections which results in double-barrelled learning. Furthermore, students will develop their disciplinary knowledge, as it is important that they know how to learn vocabulary and use language skills to overcome barriers when faced with challenging tasks/unknown vocabulary.

Grammar is also important with language acquisition and this is carefully broken up into the learning journey to not overwhelm pupils and allow them to slowly, but confidentially embed this knowledge. We also insist on using the correct terminology (conjugation, cognates, conjunctions etc.) when discussing grammar in order to explicitly link to their English learning. The progression allows pupils to go from talking in the first person of the present tense, then the 3rd person and then incorporating the past and future tenses, whilst also going from simply stating their opinions to then being able to justify them with reasons before going on to debate with others.

We build the Cultural Capital of our students by embedding their linguistic acquisition within a framework which inclusively introduces them to a wide range of knowledge which goes beyond their own cultural experience and sets them up as intercultural citizens. We do this by teaching language contextually within topic areas and using target language to model and encourage students to communicate in the foreign language. In doing so, the year 7, 8 & 9 culture elements have been created in such a way as to deepen our student's cultural capital whilst also promoting our British Values. We use authentic resources, particularly through the Internet to offer immediacy and

authenticity to the MFL learning experience. Study of foreign language films, music, YouTube videos and texts are all commonplace in the MFL classroom. By comparing a British festival or tradition with a French tradition we aim to promote British values by allowing students to delve deeper into the heritage and culture to which their society belongs.

As a department we aim to consistently assess the progress of students through a variety of methods. Through both formative and summative assessments students will be aware of their own progress but also of their potential and next steps for improvement. This will be achieved by termly summative assessments that include four of the key skills provided within MFL; writing, listening, reading and translation taken during assessment conditions whose data will serve as a baseline for developing DIRT and feedback lessons. Formative assessments will be in the form of low stakes quizzes taken after the completion of each component, comprising of the component's key question alongside the key grammatical content. The formative assessments intend to check and serve students learning by advising and influencing their subsequent personalised 'relearn lesson'.

We begin the GCSE course in Year 10 with the topic of 'family and relationships', which allows the students to explore family and friendships and re-enforces knowledge and grammar structures learnt in year 9. This topic also neatly introduces the three tenses and when to use them, as well as consolidating knowledge of the present and future from Year 9. Students are encouraged to develop and justify their work throughout the GCSE course and this topic neatly lends itself to extending their productive responses. Students will also explore the topics of 'Technology Everyday Life' and 'Free-time Activities'. This is followed by a further exploration of cultures, identity and tradition. Students study a range of traditions across the French-speaking world, building their cultural capital, and discuss the celebrations of their own culture, as well as exploring festivals they would like to participate in. This topic also introduces the conditional tense, which is the last of the core tenses for all students at GCSE and are recycled and developed across all of the remaining topics. In the Summer, we move on to the topic of town and local area, including description of what the area was like in the past and improvements they would like to make (if they could). This ties neatly into the next topics of global and social issues, such as the environment, poverty, homelessness and how our actions impact on the world around us which they will study in year 11. Students are again exposed to content which develops them as a global citizen and considers their personal impact on the world around them. Students will have the opportunity to improve their speaking and writing skills by regularly completing a set of GCSE practice questions on a 'Speaking & Writing passport' booklet. We follow this with a focus on functional language to finish Year 10. This is positioned here in order to develop students' confidence in spoken language as they approach their first mock exams.

Upon the return in Year 11, students study the topics of holidays, social & global issues followed by the topic of the world of work and their future plans. Students will recap all of the key tenses and high-frequency language delivered in year 10, so that they are fully prepared for their first experience of the full suite of four exam papers. The plan divides at this point; allowing students preparing for higher tier to explore complex grammatical structures with the content already delivered and foundation students to embed and master to key language to access grades 4 and 5. The remainder of Year 11 is personalised to each cohort and class on an annual basis, depending on mock results achieved and the learning needs of that cohort. We focus on examination skills and techniques in order for students to feel prepared and confident for their summer exams.

Closing paragraph (Cross-curricular attributes):

We believe that learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupils' own language. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.