



French

Curriculum Intent

MFL whole curriculum intent

- To give pupils transferable skills for language learning which can be used across all different topic areas and key stages.
- To enable pupils to be effective communicators in a global world.
- To facilitate the learning of key vocabulary, structures and grammar which allow for effective, accurate communication in German.
- To foster a cultural understanding of German speaking countries and their place in the wider world. To develop an interest in, and understanding of, German music, films, sport, history and other aspects of the culture.
- To allow pupils to be creative in their use of German, confident in their application of the language in a range of contexts.
- To enable pupils to be independent learners, using all of the resources at their disposal to become more proficient language learners.
- To prepare pupils for their next steps in language education and ultimately its role in the workplace and wider world.
- To inspire pupils to travel and use their language skills.
- To allow pupils to see and explore cross-curricular links using their language skills.

Key Stage 3

For all students, Year 7 begins with an introduction to language learning which does not focus on one individual language, rather upon teaching students to use a cross-language approach which also encompasses their knowledge from primary school English, MFL and any home languages to give students transferable skills for language learning and grammatical building blocks, which can be used across all different topic areas and key stages.

We teach British values in the area of global citizenship. A message of tolerance and understanding

in the context of learning more about the world is paramount in our approach. Our subject gives students valuable learning skills and strategies to apply to their other subjects, not least rote learning, a skill not much used in many subjects.

Year 7 topics are heavily cognate-based to allow students to access the material confidently. Later KS3 topics allow them to talk about themselves and their interests. We also strongly focus on different cultural topics; we teach about festivals, history and specific events to foster the students' interest in the target language countries. We have a Year 9 trip to France to allow students to practise their language skills in an authentic context and experience French culture first-hand.

We are a department which embraces technology and leads the school in our use of it, which increases student motivation, interest, IT skills, and relevance in the modern world.

Key Stage 4

Our aim in KS4 is to prepare students for A Level and not just pass the GCSE.

We consolidate the grammar and skills covered at KS3, but also build on and extend this knowledge by applying an increasing number of complex topics and structures.

FLTs (Foreign Language tutors) are available for students to practise in small groups to improve their oral confidence and fluency. This also allows them to learn about the target language culture and nuanced idiomatic expressions.

We use a variety of authentic resources, such as songs, and articles, alongside the course textbook to maintain interest, enjoyment and challenge. French lessons are very varied in approach and students are used to tackling topics in a wide variety of ways.

Exchanges are a pivotal part of our KS4 experience, allowing students to practise their language skills in an authentic context and experience French culture and lifestyle first-hand.

Key Stage 5

Our aim is to produce confident linguists, who are capable of holding a conversation with a native speaker on a whole range of issues, linguists who would be at home studying, working and living in the target language country.

Sixth form language learning encompasses many other subject areas such as history, politics, music, drama, literature and film studies, in addition to current affairs and in depth discussion and critical analysis of the target language culture. Students spent a lot of time with FLTs perfecting their speaking skills.

Students have a freedom of choice for their Independent Research Project (IRP), an oral project which allows them to investigate an area of interest completely independently and also teaches them valuable research skills, which prepares them for university.

We consistently go beyond the textbook in our use of authentic resources, wider discussion of issues and teaching students about the wider world.

Our Exchange to students is open to Year 12 students, many of whom have chosen French so that they can go again. The exchange in Year 12 really shows them the progress they have made in two years and allows them to have proper conversations with their hosts and engage in all sorts of discussions. The Paris trip offered in Year 13 not only allows students to visit the French capital, but also ties in nicely with a number of the topics covered at A Level.

Curriculum Implementation

Key Stage 3

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Fashion show project • Introduction to languages • Greetings • Classroom instructions • Pronunciation & alphabet • Numbers • -er verbs • Clothes • Giving opinions • Festivals 	<ul style="list-style-type: none"> • Family • Home and local area • Food & drinks • cartoon project: verbs in the present • A future trip to Québec • Film study: les Choristes 	<ul style="list-style-type: none"> • A trip to Paris • When I was little • School and career • Cultural unit: La famille de Napoléon

Key Stage 4: GCSE (AQA & Edexcel)

Year 10 (Edexcel)

Themes My personal world Lifestyle and wellbeing My neighbourhood Media and technology Studying and my future Travel and tourism	Modules Module 1 Free time Module 2 Family and friends Module 3 School Life Module 4 Healthy Living Module 5 Holidays <i>Module 6 Environment (Y11)</i> <i>Module 7 Where I live (Y11)</i> <i>Module 7 Future Plans (Y11)</i>
---	--

Year 11 (AQA)

<ul style="list-style-type: none"> • My personal world. (Freetime, Family, My neighbourhood) • Lifestyle and wellbeing (Healthy living and Mental Health) • Travel and tourism (Holidays and travels) • Studying and my future (school, career and future plans)
--

Key Stage 5: A Level (AQA)

Year 12	Year 13
<ul style="list-style-type: none"> • Aspects of French society (family, 	<ul style="list-style-type: none"> • Aspects of French-speaking society

cyber society, volunteering...)

- Artistic culture in the French-speaking world (cultural heritage, literature, cinema, music...)
- A book will be studied in Year 12

(diversity, criminality...)

- Aspects of political life in France (teenage vote, demonstrations, immigration...)
- A film will be studied in Year 13

Impact

Key Stage 3

By the end of KS3, students will

- have covered / come across the main 5 tenses (or 3 times frames) necessary at GCSE level
- have an increased awareness of the grammatical terms used in languages.
- have come across different cultural aspects of France
- have used technology to enhance their learning.
- have made links between languages
- have made-cross curricular linked with Art, Geography, English and History
- have come across all four skills
- have made some links with the world of work in a French speaking country (GATSBY)
- have become familiar with techniques required at GCSE
- have some understanding of cultural diversity in the French-speaking world
- have been inspired to carry on at GCSE

Key Stage 4

By the end of year 11, students have:

- covered the topics and grammar points set in the specification.
- become familiar and confident with the skills required at GCSE
- come across cultural aspects of France
- use technology to enhance their learning.
- acquired cultural knowledge on France and a French-speaking country
- become more confident speakers, able to have short conversations in te TL
- been inspired to carry on the subject at A-level

Key Stage 5

By the end of year 13, students should have...

- acquired confidence in speaking in the TL for an extended period of time
- acquired the necessary grammatical knowledge to express themselves as accurately and fluently as possible
- acquired the appropriate exam techniques
- acquired a solid knowledge of various current issues in France/ Family/ Internet/ political system/ Immigration...
- acquired a broader French general knowledge
- developed independent research skills