

Stanborough



Curriculum Intent and vision for MFL - French

Our vision for the 'MFL' Curriculum at Stanborough is to instil a love of languages among our students and broaden their horizons to allow them to travel, study and work in a variety of careers all over the world. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At Stanborough we are passionate about language learning and our MFL curriculum aims to foster students' curiosity and deepen their understanding of the world, as well as being challenging and inclusive.

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 3 French

What is your curriculum intent for Key Stage 3?

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship. The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

The curriculum builds on prior learning in languages at KS2 with vocabulary, basic grammar and transactional language.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

The curriculum sequences knowledge and skills, revisits and builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies.

What do students cover in Key Stage 3? When do they study it?

Year 7: We teach and practice three main bodies of knowledge fundamental to progress for language pupils in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar. We follow the NCELP SOW as they ensure the skills and language are revisited throughout the year within 6 units of work. The teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow pupils to manipulate verbs and regularly create their own sentences in speech and writing.

Year 8: We teach and practice three main bodies of knowledge fundamental to progress for language pupils in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar. The teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow pupils to manipulate verbs. The focus this year will also be on phonics and vocabulary and grammar taught within the background of culture in Spanish speaking countries.

Year 9: we blend the learning of phonics, vocabulary and grammar with more detailed focus on topics and skills needed to tackle writing tasks and confident speaking.

Why do they study it in that order?

Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning. Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy).

Does the Key Stage 3 coverage reflect the content in the national curriculum?

As stated in the national curriculum, teaching focusses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will also provide suitable preparation for further study

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

How do your curriculum choices contribute to the student's cultural capital?

Lessons begin with a Do it Now activity focusing on aspects of the culture where the language is spoken. We aim to enrich students' knowledge of English (or their mother tongue) through comparison of the language and relate topics to the culture of another country. We will also use authentic resources where applicable.

Key Stage 4 French

What is your curriculum intent for Key Stage 4?

Through studying a GCSE in a modern foreign language, students will develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE will also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

How does Key Stage 3 prepare students for Key Stage 4?

The curriculum builds on prior learning at KS3 through the phonetics, vocabulary and grammar studied and the language skills learnt, namely listening, reading, writing, speaking and translating.

Key Stage 4 French

<p>Year 10</p> <p>Autumn term:</p> <ul style="list-style-type: none">• Me, my family and friends• Technology in everyday life <p>Spring Term:</p> <ul style="list-style-type: none">• Free-time activities• Customs and festivals <p>Summer term:</p> <ul style="list-style-type: none">• Home, town, neighbourhood and region• Local, national, international and global areas of interest	<p>Year 11</p> <p>Autumn term:</p> <ul style="list-style-type: none">• Global issues• Travel and tourism <p>Spring term:</p> <ul style="list-style-type: none">• Education post-16• Jobs, career choices and ambitions
--	---

Key Stage 5

What is your curriculum intent for Key Stage 5?

Language students will be equipped with the skills necessary to interact in everyday situations in Spanish-speaking countries. They will be confident communicators, capable of articulating ideas, desires and needs in various contexts. They will appreciate the value of language-learning and understand more about the cultures of the languages studied. This understanding will help them develop a greater sense of their own identity and appreciate the values and diversity of local and global communities. Through language-learning, they will develop a range of soft skills, including independence, resilience, research and teamwork

How does Key Stage 4 prepare students for Key Stage 5?

While the students have good knowledge of vocabulary and grammar at KS4, their grammatical knowledge is built upon in the first term to bridge the gap between GCSE and A level.

What do students cover in Key Stage 5? When do they study it?

<p>Year 12</p> <p>Autumn</p> <p>The changing nature of family Relationships with parents, grandparents, and children Single parent family, single sex families and adoption, Life as a couple – new trends</p> <p>The 'Cyber-society' How does digital technology facilitate daily life? What are the dangers of cyber-society? Who are the internet users?</p> <p>Grammar revision</p> <p>Spring</p> <p>The place of voluntary work Who are the volunteers? The voluntary sector in France. Volunteering work: what are the benefits for those that are helped? Volunteering work: what are the benefits for the volunteers?</p> <p>A culture proud of its heritage The local, regional and national heritage. How does heritage reflect culture? Heritage and tourism.</p> <p>2nd half spring term</p> <p>Work: in depth study of L'Etranger and La Haine</p> <p>Summer</p> <p>Contemporary francophone music The diversity of contemporary francophone music. Who listen and like this music? How to protect this music?</p> <p>Cinema: the 7th art form Why is it called the 7th form of art? Cinema – a national passion? Evolution of cinema– the main aspects</p> <p>Work: in depth study of a literary book: L'Etranger</p> <p>2nd half term: Launch of Independent research project.</p>	<p>Year 13</p> <p>Autumn</p> <p>Positive features of a diverse society Enrichment brought by ethnic diversity Diversity, tolerance and respect Diversity – a lifelong learning curve.</p> <p>Life for the marginalised Who are the marginalised? What help can they benefit from? What is the society's attitude towards the marginalised?</p> <p>How criminals are treated What is society's attitude towards criminals? Prison – success or failure? Other sanctions for criminals</p> <p>Works: in depth study of a film: La Haine</p> <p>Spring:</p> <p>Teenagers, the right to vote and political commitment For and against voting rights for young people Teenagers and political involvement– motivated or demotivated? Future developments for political</p> <p>Demonstrations, strikes – who holds the power? Demonstrations and strikes – are they useful? Different attitudes towards political tensions</p> <p>Politics and immigration Political solutions to the immigration issue. Immigration and the different political parties The political involvement of immigrants</p> <p>Summer: Intensive and comprehensive exam preparation. All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.</p>
---	---

Why do they study it in that order?

In years 12 & 13, the planning prepares for current A level content and examinations, which builds on the core grammar outlined in the programme of study for Key Stages 4. We do this by starting in Yr12 with topics that students are familiar with from GCSE in order to build on their preexisting knowledge and improve confidence. The SOWs are designed to recap knowledge at the beginning of each module and identify areas of weakness and students are then expected to build on that through targeted skills development and regular assessment. The IRP is started at the end of Yr12 to give time for independent research and for students to build their confidence in their chosen subject in Yr13.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The curriculum builds on prior learning at GCSE by linking much of that learning to the topics at A level as well as ensuring that their vocabulary is increased as well as their manipulation of the language. The skills of listening, speaking, reading, writing and translation are developed across the range of topic areas. Each lesson will begin with a starter designed to revisit language and concepts learnt previously that week or the month or the term before. The resources are specifically designed to enhance vocabulary retention, linguistic manipulation, and fluency, tailored to meet the demands of the A level exam. Independent learning is expected in addition.

How do your curriculum choices contribute to the student's cultural capital?

Students learn to communicate at a high level in French, through the study of topical issues and cultural matters, including the study of a book and a film. Authentic materials are drawn from many sources, including the French media.
Speaking skills are developed through one-to-one/two sessions.

How do you prepare students for learning beyond Key Stage 5?

A level French is a vibrant course that combines well with many other subjects, leading to a wide range of opportunities at university and in the world of work.
Students take responsibility for their own learning and developing skills to a high level.