

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. We build vocabulary through the curriculum and encourage independent learning through online resources.

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?

Throughout Key Stage 3, we follow the Dynamo coursebook. The curriculum is specifically designed to build students' knowledge of both vocabulary and grammar whilst offering cultural engagement. Moreover, Dynamo has been written to include GCSE style exam skills to familiarise students with what to expect at GCSE level. Students cover a range of topics and develop vocabulary which is retrieved each year and applied in more detail as they develop skills and grammatical application during their language studies. The course also offers Foundation and Higher differentiation through its textbooks and schemes of work in Year 8 and 9 to allow all students to fulfil their potential. Topics, grammar and skills are covered as follows:

YEAR 7:

Topics: Greetings and introductions; Family; Likes and dislikes; Describing yourself and others; School; Free time activities; Sports; House and home; Town; Food and drink; Visiting France.

Grammar: Avoir, Être, Aller, Faire ; Regular -er verbs ; Adjective agreement ; Using cognates ; Using the 'nous' form; Future tense; Expressing wants and desires

Skills: Listening, Reading, Writing, Speaking, Dictation, Translation

YEAR 8:

Topics: Holidays; Festivals; Celebrations; Free time; Technology; House and home; Daily routine; Sports; Illness

Grammar: Avoir, Être, Aller, Faire ; Perfect tense (regular and irregular verbs) ; Present tense (regular -er verbs) ; Future tense ; Adjective agreement; Forming questions; Using modal verbs; Comparatives

Skills: Listening, Reading, Writing, Speaking, Dictation, Translation

YEAR 9:

Topics: Free time activities; Describing yourself and others; Pocket money; Jobs and future careers; Music and festivals; Food and lifestyle; The Francophone world

Grammar: Avoir, Être, Aller, Faire ; Perfect tense (regular and irregular verbs) ; Present tense (regular -er verbs) ; Future tense ; Adjective agreement; Forming questions; Using modal verbs; Comparatives; Negation; Conditional tense

Skills: Listening, Reading, Writing, Speaking, Dictation, Translation

Why do they study it in that order?

Vocabulary and grammar are systematically introduced, consolidated, applied and retrieved. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning, delivery and assessment. The scheme of work allows students to familiarize themselves with new vocabulary, apply the vocabulary and then retrieve and assess their own progress. Their studies allow students to consolidate prior knowledge and to use this to develop their skills and confidence in the language therefore, preparing them for not only the GCSE examinations but also to be able to converse and make themselves understood abroad.

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?

Each lesson will begin with a Do It Now task, building cultural knowledge and awareness, retrieval of prior knowledge and application of the vocabulary, grammar and topics studied. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning and happens every lesson. Topics are re-visited annually and after revisiting and retrieving prior knowledge, new vocabulary and more complex grammatical structures are integrated, applied and consolidated.

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. Moreover, students are exposed to native speakers and are also shown career opportunities which they may wish to pursue. Students develop a range of transferable skills alongside their cultural knowledge and awareness.

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 all forms of communication. 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. Students develop a wide range of transferable skills and boost their options at further education and employment level.

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"> • Identity and relationships with others • Healthy living and lifestyle <p>Spring Term:</p> <ul style="list-style-type: none"> • Education and work • Free time activities <p>Summer term:</p> <ul style="list-style-type: none"> • Customs, festivals and celebrations • Celebrity culture 	<p>Year 11</p> <p>Autumn term:</p> <ul style="list-style-type: none"> • Travel and tourism, including places of interest • Media and technology <p>Spring term:</p> <ul style="list-style-type: none"> • The environment and where people live
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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?

Year 12

Autumn

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

The 'Cyber-society'

How does digital technology facilitate daily life?

What are the dangers of cyber-society?

Who are the internet users?

Grammar revision

Spring

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?

A culture proud of its heritage

The local, regional and national heritage.

How does heritage reflect culture?

Heritage and tourism.

2nd half spring term

Work: in depth study of L'Etranger and La Haine

Summer

Contemporary francophone music

The diversity of contemporary francophone music.

Who listen and like this music?

How to protect this music?

Cinema: the 7th art form

Why is it called the 7th form of art?

Cinema – a national passion?

Evolution of cinema– the main aspects

Work: in depth study of a literary book: L'Etranger

2nd half term: Launch of Independent research project.

Year 13

Autumn

Positive features of a diverse society

Enrichment brought by ethnic diversity

Diversity, tolerance and respect

Diversity – a lifelong learning curve.

Life for the marginalised

Who are the marginalised?

What help can they benefit from?

What is the society's attitude towards the marginalised?

How criminals are treated

What is society's attitude towards criminals?

Prison – success or failure?

Other sanctions for criminals

Works: in depth study of a film: La Haine

Spring:

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 politic

Demonstrations, strikes – who holds the power?

Demonstrations and strikes – are they useful?

Different attitudes towards political tensions

Politics and immigration

Political solutions to the immigration issue.

Immigration and the different political parties

The political involvement of immigrants

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.

Why do they study it in that order?	
<p>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.</p>	
How do you ensure students embed knowledge? What do you revisit? When do you revisit it?	
<p>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.</p>	
How do your curriculum choices contribute to the student's cultural capital?	
<p>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.</p>	
How do you prepare students for learning beyond Key Stage 5?	
<p>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.</p>	