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Abstract

Students are carefully provided with feedback on their learning to enable them to improve.
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – MFL

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **Intent*** Students will develop an enjoyment learning how to communicate in a modern foreign language gaining an insight and understanding of the culture and the countries where French is spoken.
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| **Implementation*** Sequencing of the curriculum
* Adaptive teaching (to take into account of what the learners know and don’t know)
* Extending opportunities for extracurricular
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| **Impact*** **All students will achieve their potential with altered trajectories**
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# KS2 Links

[KS2 MFL National curriculum](https://assets.publishing.service.gov.uk/media/5a7b9246e5274a7318b8f889/PRIMARY_national_curriculum_-_Languages.pdf)

# CURRICULUM MAP

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | **Presentations**Greetings, BirthdaysIntroducing yourself and others**Assessment:**Reading aloud taskWrite about personal details | **My family**Opinions and reasonsPersonal descriptionFamily members, Pets**Assessment:** vocabulary testListening, Write a about family | **Free time**SportsHobbies**Assessment:** vocabulary testDictationWrite about hobbies | **Where I live**Locations, countries, weather and activities**Assessment:** vocabulary testReading, write about location you go to | **Food**What I eat and drink**Assessment:** vocabulary testwrite about your meals | **Cultural project**Revision for end of year assessmentBastille Day, Film study: Le Petit Nicolas. |
| **Year 8** | **School**School subjects and activities**Assessment:** vocabulary test. Reading aloud taskWrite about your school | **Where I live**Town and local area**Assessment:** vocabulary test. Photo description task. Write about your town | **Holiday**Travelling,accommodation andactivities**Assessment:** vocabulary test. Role play. Write about your holiday | **Celebrity culture and media**TV, film, musicand concert**Assessment:** vocabulary test. Dictation. Write about location you go to | **Healthy lifestyle** healthy diet and keeping fit**Assessment:** vocabulary test. Write about your healthy life | **Cultural project**Revision for end of year assessmentFrench speaking countries. Le Tour de France, Film study : Le Petit Nicolas en vacances |
| **Year 9** | **Work**Jobs, personality, future plans and languages in the work place.**Assessment:** vocabulary test, Reading. write about your ideal job | **Family and relationship**Ideal partner, describing others personality and physical description.Describing a day out**Assessment:** vocabulary test. Listening, write about relationship with family | **Environment**Environmental types, problems and solutions**Assessment:** vocabulary test. Picture based discussion. Write about environmental issues | **Technology**Types of technology and activities on line**Assessment:** vocabulary test. Dictation. Write about what you do on line | **Celebrations**Activities at a birthday party, Describing festivals.**Assessment:** vocabulary test. Listening. Write about a recent and past celebrations | Revision for end of year assessment**Preparation for KS4****Transition** |
| **Year 10** | **Identity and relationships**Physical descriptionsPersonality, nationality, activities**Assessment:** vocabulary test. Listening, write about relationships | **Healthy living and lifestyle**Injury and illnesses, good and bad diets, unhealthy habits and advice**Assessment:** vocabulary test., Reading. write about healthy lifestyle | **Education and work**Subjects, activities, rules, problems, future studies, work experience**Assessment:** vocabulary test Picture based discussion. Write about your ideal jobs and future plans | **Free time activities**Hobbies, events, food, film, music and sports**Assessment:** vocabulary test, Picture based discussion. Write about your free time | **Customs festival and celebrations**Types of celebrations, customs and activities**Assessment:** vocabulary test Reading aloud taskWrite about recent and future celebrations | Revision for mock examsTypes of celebrity, reasons to be famous, , pros and cons of fame**Assessment:** vocabulary test. |
| **Year 11** | **Travel and tourism****Holiday**Destinations, transport and accommodation, activities on holiday**Assessment:** vocabulary test. Picture based discussion. Write about recent and future holidays | **Media and technology**Types of media, technology in daily life, the importance of technology**Assessment:** vocabulary test. Listening. Write about the advantages and disadvantages of technology | **Environment and where people live**Problems and advantages of my local area**Assessment:** vocabulary test. Reading aloud taskWrite about your local area. | **Revision** | **Revision** |  |

# KS5 Links

[KS5 MFL curriculum](https://assets.publishing.service.gov.uk/media/64aebaa0fe36e0000d6fa848/GCE_AS_and_A_level_subject_content_for_modern_foreign_languages.pdf)

# END OF COURSE EXPECTATIONS

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| Edexcel MFL aims and learning objectives |
| Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in French (1FR0)[Edexcel Specification first teaching 2016](https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/specification-pearson-edexcel-level-1-level-2-gcse-9-1-french.pdf) | The aims and objectives of this qualification are to enable students to:* develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
* express and develop thoughts and ideas spontaneously and fluently
* listen to and understand clearly articulated, standard speech at near normal speed
* deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
* acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
* develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
* be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
* develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment develop language strategies, including repair strategies.
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| AQA MFL aims and learning objectives  |
| [AQA Specification first teaching 2024](https://filestore.aqa.org.uk/resources/french/specifications/AQA-8652-SP-2024.pdf) | A specification designed for you and your studentsWe’ve worked with a wide range of teachers, assessment experts and languages associations to create this specification. We want to make sure it offers your students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.We have focused on ensuring that our assessments are clear, accessible and discriminate effectively, and that our content is engaging and relevant.Languages beyond the classroomWe want to provide a specification that you can enjoy teaching while delivering the assessments and results you and your students deserve.The importance of attracting students of all abilities to languages has been a high priority as we’ve designed our content, and we believe our approach will help you inspire and engage your students.We know that the culture of the wider French-speaking world is one of the aspects of language-learning which excites students and brings the subject alive and it was important to us that this was clearly represented. This is why we’ve designed a specification that can help build your students' cultural knowledge alongside their language skills. |

# NATIONAL CURRICULUM LINKS

[MFL National Curriculum](https://assets.publishing.service.gov.uk/media/5a7c99ebed915d6969f46087/SECONDARY_national_curriculum_-_Design_and_technology.pdf)

[KS3 Curriculum](https://assets.publishing.service.gov.uk/media/5a7c5afae5274a7ee501a69e/SECONDARY_national_curriculum_-_Languages.pdf)

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| **Purpose of study** Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries |
| **Aims*** The national curriculum for languages aims to ensure that all pupils:
* understand and respond to spoken and written language from a variety of authentic

sources* speak with increasing confidence, fluency and spontaneity, finding ways of

communicating what they want to say, including through discussion and askingquestions, and continually improving the accuracy of their pronunciation and intonation* can write at varying length, for different purposes and audiences, using the variety of

grammatical structures that they have learnt* discover and develop an appreciation of a range of writing in the language studied.
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| * **Skills**: Pupils should be taught:
* Grammar and vocabulary
* to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
* to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
* to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
* to use accurate grammar, spelling and punctuation.
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| Linguistic competence:* listen to a variety of forms of spoken language to obtain information and respond appropriately
* transcribe words and short sentences that they hear with increasing accuracy
* initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions
* express and develop ideas clearly and with increasing accuracy, both orally and in writing
* speak coherently and confidently, with increasingly accurate pronunciation and intonation
* read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
* read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
* write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas
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# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**The MFL curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars; * **Equality and Diversity**
* **Cultural Capital**
* **Community and Wellbeing**
* **Careers and Employability**
* **Character Development.**
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| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration. * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
* **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
* **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.
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| **Equality & Diversity:** The MFL curriculum through language learning offer an opportunity to develop intercultural communicative competences. It will develop understanding that communication and harmonious relationships between those from different cultures involve an ability to find the right word and sentences in the second language and also an understanding of and sensitivity to sociocultural issues.* Students will develop critical cultural knowledge of oneself and others
* Students will interpret aspects of other cultures and comparing them to one’s own culture developing new perspectives through comparison and contrast
* Students will develop research skills to elicit meaning and connotation
* Students will develop attitudes of openness and curiosity, valuing the attitudes and beliefs of others.
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| **Wellbeing & Community** – The MFL curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience. |
| **Cultural Capital** – The MFL curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.* **Trips & Visits:**
	+ Opal Coast Trip / Lille Trip
	+ French Institute London: Film workshop and viewing
* **Extra-Curricular:**
	+ French Spelling Bee
	+ French Translating Bee
	+ French Film club
	+ Spanish club (credit for Duke of Edinburg award)
	+ French café/ Bastille Day event
* **British Values:**

**Individual Liberty**: Group and one-to-one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various French speaking countries. Students will also explore choices in terms of future education choices and careers**Mutual Respect**: Students are respectful when listening to the opinions and views of other students. **The Rule of Law:** In French topics can be chosen that enable discussion of the legal system and which, in discussion in French or English, allow a discussion of thedifferences between the British political system and that found in any of various French speaking countries.**Tolerance:** In French classes, there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials that are studied.In addition, the student code of conduct is the basis for student behaviour. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance for different faiths and beliefs and compliance with the Equality duty.**Democracy:** The process of facilitating classroom debates in French can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Texts, audio or video can be used, and written tasks and discussions can take place – all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in French speaking countries. |
| **Careers & Employability –** The MFL curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the ML curriculum, our students are supported to develop the following skills:* Communication
* Confidence
* Teamwork and Leadership
* Listening and Responding
* Creativity
* Critical thinking and problem solving
* Time management
* Research

**Events** * French café
* Webinars on careers within Modern Foreign Languages
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# SMSC CURRICULUM LINKS

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| **Spiritual development** Students are taught to accept and embrace other languages and cultures through the teaching of French In relation to this, students are educated on the religious beliefs of the people in countries of the language they are learning, particularly Catholicism in France. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. |
| **Moral development**Students are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from French culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society context, covering famous people (within a high moral context) to issues relating to the environment, equality of education within a global context (comparing the UK to less wealthy countries), work opportunities, social mobility, travel as a means of exploring the world and the consequences of this, and media and new technology, including Facebook, texting and the Internet as a means of communication (and discussing the moral outcomes of this). |
| **Social development**Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students often work in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with problems. |
| **Cultural development**Cultural development and cultural awareness are fundamental in language learning in MFL. At all stages of French teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace ‘difference’ at all stages of their linguistic development and accept ideas which may be ‘alien’ to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students’ interest in language and culture in all aspects of their learning. |

# Equality, Diversity and Inclusivity Links

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| **Aims**The MFL curriculum inspires students to explore culture and language as a means of discovering themselves, others, the world, and their role within the world. The MFL curriculum strives to support all students to recognise their vital role within our world and, by exploring different languages and cultures, students experience the beauty of diversity and understand how diversity brightens our world. As international citizens and language learners, we continuously promote diversity, equality, and justice for all, ensuring that we seize every opportunity to create a safe space in which everybody recognises their value, feels comfortable to connect and collaborate with others, and can express their identity. |