

Subject: French

French Lead: Morgan Severn

Exam Board: Edexcel

Qualification type: GCSE

Intent

Principles of the French Curriculum

The United Curriculum for French is built upon the core United Curriculum principles available **here**.

Our aim is to offer an inspiring and academically challenging curriculum, where all language learners consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world and value different cultures.

We want our students to be able to express their ideas and thoughts in another language and to understand how to respond to its speakers, both in speech and writing. This will be achieved through teaching of subject knowledge such as vocabulary and cultural customs, which will be built upon with practice and embedding of linguistic skills, such as translation, reading, listening, speaking and writing.

The MFL department strives to make language learning meaningful, providing students with many opportunities for both collaboration and independent work in each lesson. The curriculum is designed to ensure that all four skills are covered in every unit, and that there are plenty of opportunities to revisit key skills and knowledge. All of the themes studied are taken from the Edexcel GCSE course. By the end of KS3, all students should know basic vocabulary from a range of topics, be able to write short paragraphs or say longer sentences using familiar vocabulary, and be able to listen for detail in short passages. By the end of KS4, students should also be able to use increasingly complex structures, manipulate verbs with fluency in different tenses, write at length on a variety of topics, and be able to understand longer, speedier passages.

Low stakes testing is carried out regularly through various means, such as in-class retrieval practice, and through careful planning by teachers to ensure understanding and progression. Knowledge and skills will be assessed at set points, with each unit focusing on specific skills.

Grammar skills are taught explicitly through every unit of work, revisited and built on every year in order to support students to speak and write more accurately.

We aim to deliver a cohesive and logical curriculum which is reviewed on a regular basis, in order to ensure all students can access the curriculum, and that each student is challenged to achieve and be ambitious through careful planning.

The rationale behind the sequencing of lessons:

Year 10 learning is geared towards teaching of the GCSE topics in a way that builds on the previous learning from KS3 to ensure the complexity of the new content is supported by the students' knowledge. For example, the first unit builds on previous knowledge of hobbies and opinions to teach complex structures and a variety of tenses, thus ensuring interleaving of vocabulary, grammar and phonics. Most of the GCSE topics are taught in year 10 to ensure as much time as possible for revision and exam skills. In term 6, students get to prepare for their speaking exams to ensure they have as long as possible to practise the skill in class and at home.

Implementation

In Key Stage 4 the French curriculum is implemented as follows:

Year 10

Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.

Year 11

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Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.

- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.