

## KS3 Curriculum Plan: French

### Department Vision

To open a door to understanding the value of difference cultures, broadening our horizons and prospects through the love of language learning.

### Intent

1. To raise the profile of language learning, associated benefits, and to develop an inquisitive mind;
2. to foster a willingness to try new things, a desire to travel and explore new cultures;
3. to become familiar with the French language and become better at English grammar through doing so.

### Sequence of Learning

The curriculum plan first assesses the starting point of students and accustoms them to the study of French; many of our students enter with KS2 study in a language other than French, so this allows teachers to formatively assess and then build on knowledge through in-class study and an intuitive online platform.

Wider subject links such as those with English are invaluable in allowing more rapid, deeper progress and understanding, for instance with grammatical terminology and comprehension.

### Building Citizens of the World

The curriculum is designed to consider the British Values often from a comparative angle; considering how, and indeed if, these values are reflected in modern French society, and the importance of this with particular stress on the francophone world and our SMSC obligations. Careers, whilst covered explicitly, are explored from the perspective of successful linguists and the benefits of a multi-lingual and multi-cultural society.

### Inclusion

The most disadvantaged students are exposed to French in a nurturing way through cultural exploration where they look more at French and francophone culture, French cinema, and language at a lexical level.

## KS4 Curriculum Plan: French

### Department Vision

To open a door to understanding the value of difference cultures, broadening our horizons and prospects through the love of language learning.

### Intent

1. To raise the profile of language learning, associated benefits, and to develop an inquisitive mind;
2. to foster a willingness to try new things, a desire to travel and explore new cultures;
3. to become familiar with the French language and become better at English grammar through doing so.

### Sequence of Learning

Our curriculum is designed around what we believe makes a student successful in languages, that is, for students to be able to manipulate language accurately and confidently and for students to be curious and feel passionately about the importance and relevance of languages. We believe in depth before breadth when teaching language and grammar principles to our students to ensure language mastery. In each year of French teaching, students are exposed to authentic target language texts, learn about the history and culture behind the target language and re-use high frequency vocabulary and grammar within different contexts.

We keep our curriculum updated in a variety of different ways driven by robust academic research. We believe in the constant cycle of improvement and make changes to our curriculum after each academic year, after reflecting on the successes and weaknesses of curriculum implementation and after a thorough analysis of students' results throughout the academic year. Department meetings are driven by academic literature and department results, there is an overarching focus each year, for example, this year it is as follows: phonics, micro listening, rote learn verbs use of target language and rigorous assessments. Department meetings aim to give a shared understanding of the rationale behind the chosen focus and build the skills of staff in these areas.

At KS4, our students study French for five lessons a fortnight. During the lessons, the students will have the opportunity to develop their reading, listening, speaking and writing skills. Formal assessment alternate between the skills. Each assessment is marked and returned with a follow up task. A lesson is dedicated to feeding back to the whole class about the strengths and weaknesses in the assessment, and to give time to students to complete their follow-up task. Follow-up tasks are designed to encourage the students to work on improving their weaknesses or misconceptions.

### Building Citizens of the World

The curriculum is designed to consider the British Values often from a comparative angle; considering how, and indeed if, these values are reflected in modern French society, and the importance of this with particular stress on the francophone world and our SMSC obligations. Careers, whilst covered explicitly, are explored from the perspective of successful linguists and the benefits of a multi-lingual and multi-cultural society.

We follow the AQA GCSE French specification. The themes of study are:

- Identity and culture;
- Local, national, international, and global areas of interest;
- Current and future study and employment.

Wider subject links such as those with English are invaluable in allowing more rapid, deeper progress and understanding, for instance with grammatical terminology and comprehension.